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ABSTRACT

This bibliography lists books, documents, and journal articles appearing during the past five years on the evaluation of student teachers. In addition to references dealing specifically with this topic, a number of references on the related topics of teacher effectiveness, teacher evaluation, and teacher supervision have been included. Most entries are annotated. Sources consulted include BRITISH EDUCATION INDEX, CANADIAN EDUCATION INDEX, CURRENT INDEX TO JOURNALS IN EDUCATION, CANADIAN BOOKS IN PRINT SUBJECT GUIDE, DIRECTORY OF EDUCATION STUDIES IN CANADA, RESOURCES IN EDUCATION, and SUBJECT GUIDE TO BOOKS IN PRINT. (MM)

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EVALUATION OF STUDENT TEACHERS

January 1977

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2

Evaluation of Student Teachers

This bibliography lists material appearing on this topic during the past five years. In addition to references dealing specifically with evaluation of student teachers, a number of references on the related topics of teacher effectiveness, teacher evaluation and supervision have been included. Most entries are annotated.

Sources consulted include the British Education Index (the Library Association), the Canadian Education Index (CEA), Canadian Books in Print Subject Guide (University of Toronto), the Current Index to Journals in Education (CCM), the Directory of Education Studies in Canada (CEA), Resources in Education (ERIC), and the Subject Guide to Books in Print (Bowker).

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Geraldine Channon,
Director,
Research and Information Services.

CONTENTS

Books 1

Articles 47

Theses 74

A. BOOKS

*1. Alberta Teachers' Association. Report on Opinions of Principals on the First Year Experience of Teachers Prepared in Alberta Universities 1973. Edmonton: the Association, 1973. 21 p.

This report includes a summary of selection procedures used by the three Alberta universities. Principals indicated that about 4% of the first year teachers were "unsuccessful" and a further 14% "fair". Of the 150 first year teachers classified as fair or unsuccessful, 97% were reported to be "unable to maintain classroom discipline" and 28% to have "personality defects".

**2. Andrews, Theodore E. (ed.) Assessment. Albany: State University of New York, 1974. 130 p. Available ERIC. ED 102 200.

"The Role of the State in Performance-Based Teacher Education-Certification" by Robert Roth creates a context for viewing how state agencies are approaching performance education. Peter Airasian then explores the value questions that are at the heart of evaluation issues. Fred McDonald looks at "The State of the Art in Performance Assessment," and Barak Rosenshine lists recommendations concerning the research dilemmas. James Popham, in three papers, touches on the problems of selecting assessment systems, developing performance tests, and identifying minimal competencies. Del Schalock then details what occurs when "Moving from Conceptualization to Practice in Assessment." Concerning costs and teacher concerns, two educators, Bruce Joyce and Herbert Hite present their conclusions. Beatrice Ward discusses the cost factors involved in developmental work at the Far West Regional Laboratory. Finally two teachers, Sandra Feldman and Bernard McKenna, note their interest in the potential of performance-based teacher education and reveal their most serious concerns.

*3. Aquino, John. Performance-Based Teacher Education: A Source Book. Washington: American Association of Colleges for Teacher Education, 1976. 118 p.

This book is a compilation of articles, book extracts and abstracts chosen by a jury of accepted authorities on performance-based teacher education. Includes an extract from Harry S. Brondy's Critique of Performance-Based Teacher Education, as well as various articles on the purpose and potential of PBTE.

4. Archer, Roy G. Assessing the student teacher, Pages 31-8 in Heath, John E., and others. The School and the Student Teacher. Derby: Professional Association of Teachers, 1975.

Deals with the assessment of teaching practice.

5. Armstrong, Harold R. A Teacher's Guide to Teaching Performance Evaluation. Washington: School Management Institute, Inc., 1972. 24 p. ED 077 123. Not Available ERIC.

What is popularly known in teacher evaluation as "the Redfern Approach" has emerged from almost two decades of experimentation and discussion. This approach involves setting performance standards and job targets, monitoring the data, the evaluating, the evaluation conference, and related followup activities. This guide is intended to fill a gap in performance evaluation inservice training. Most such materials have been prepared for evaluators rather than for teachers, whose understanding of the process is vital to its success. This booklet stresses what is done "with" the teacher rather than "to" the teacher. It describes, from the evaluatee's viewpoint, the entire performance evaluation cycle; and it emphasizes techniques in setting job targets, using monitored data, self-evaluation, and evaluation conference preparation and participation. Also discussed are the importance of behavioral objectives in setting goals, the power of self-evaluation, the requirements for documentation of performance data, and the need for mutual trust between the evaluator and evaluatee.

*6. The Assessment of Teacher Effectiveness. Report submitted to the Dean and the Senior Advisory Board by the Faculty Committee on the Assessment of Teacher Effectiveness. Vancouver: Faculty of Education, University of British Columbia, 1972. 59 p.

The purpose of the report is to consider and recommend ways in which the teaching in the Faculty of Education can be improved and to suggest criteria and procedures that should be used in evaluating teaching competence in the Faculty.

*7. Baer, G. Thomas. The Cooperating Teacher - Some Hints for a Successful Experience. 8 p. Available ERIC. ED 117 086.

The role of the cooperating teacher is one of the most crucial factors in determining the success or failure of the student teaching experience. There are seven major factors to be considered in the development of an effective cooperating teacher-student professional relationship. First, the student teacher must be given a sincere sense of belonging. Setting the tone of the cooperating teacher-student teacher relationship is also extremely important and should be accomplished during the first few days of the student teaching experience. The third factor involves allowing for individual abilities to control the rate at which the student will progress into full time teaching. It is also necessary for the cooperating teacher and the student teacher to schedule

a portion of each day for a conference and planning period. The fifth factor concerns allowing the student teacher to have experience in writing lesson plans for the activities he/she teaches. Next, informal observations and feedback aimed at the improvement of the individual or program must be provided by the cooperating teacher on a regular basis. Finally, each cooperating teacher should be expected to formally observe the student teacher a minimum number of times while he/she is teaching the entire class. By establishing strong lines of communication at the start of the cooperating teacher-student teacher relationship, the opportunity for a positive student teaching experience is greatly increased.

**8. Baral, Laurie R. (comp.). The Evaluation of Teachers. ERS Annotated Bibliography. Washington: Educational Research Service, 1974. 22 p. Available ERIC, mf only. ED 089 478.

To provide a useful reference to published and unpublished documents relating to teacher evaluation, a search was made of the Education Index, Research in Education (RIE), and Current Index to Journals in Education (CIJE), which resulted in this 125-item bibliography. The source for each entry is indicated, along with pricing and ordering information, if available. Abstracts from Research in Education are designated by ERIC document order numbers, and an EDRS order blank is provided. (Compiler)

**9. Bar-On, Ehud, and others. The Use of Computers in Evaluating Teacher Competency. Paper presented at Annual Meeting of American Educational Research Association, 1974. 13 p. Available ERIC. ED 093 931.

Sixty-five student-teachers' performance was tested to determine laboratory grades. Grading was based on Category Observation System TDS. Since TDS categories are structures of two ordered facts where order has the same meaning, general score of pupil stimulation was computer calculated. Students' previous awareness as to score calculation enabled lesson planning to achieve the highest possible grade. The resulting score was highly correlated with supervisors' general evaluation and was preferred by students. Comparison of test and last lesson before receiving instruction showed dramatic improvement. Planned and actual lessons were compared regarding realistic planners, frequent categories and teaching sequences.

**10. Baker, Eva L. Teaching Performance Tests as Dependent Measures in Instructional Research. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, 1973. 16 p. Available ERIC. ED 076 608.

The need for common measures in research on teaching is legend, and the merits of teaching performance tests to meet this requirement are explored here. A regression study where teacher performance tests were used as dependent measures is described. Sixty-four subjects were given objective-based lessons to teach. During their lesson, they were rated on the use of six instructional principles. Following instruction, learners were administered a short test of achievement and interest. Step-wise regression analyses were conducted, and variables related to the performance criteria described. Suggested modifications of performance tests to enhance their suitability as dependent measures are discussed.

**11. Beal, Jack L., and others. A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns. Seattle: Seattle College of Education, University of Washington, 1975. 51 p. Available ERIC. ED 107 630.

This report evaluates the effectiveness of two teacher preparation patterns. Pattern A students take specified professional coursework followed by a one-quarter, full-time teaching practicum. Pattern B Students spend multiple quarters in a classroom under guidance while engaged in professional coursework. A formal assessment of teaching performance and attitudes of participants included (a) internal evaluations which examined a pattern in terms of its own stated objectives; and (b) external evaluations which compared a pattern with some outside criterion. Internal evaluations so far have taken the form of individual research projects and dissertations by graduate students. In order to obtain information pertinent to an external examination of both preparation patterns, a questionnaire was employed to evaluate all students in both programs. Based on a five-point scale, the instrument measured 11 categories of teaching effectiveness. The categories can be broadly grouped as follows: (a) professional and personal, (b) instructional preparation, (c) instructional implementation, and (d) instructional evaluation.

**12. Berger, Carl F., and Stephen A. Roderick. CBTE: A Critical Look. Evaluating and Assessing Competencies for Elementary Science Education. Paper presented at Annual Meeting of American Educational Research Association, Washington, 1975. 21 p. Available ERIC. ED 109 170.

Groups of teachers in and around Ann Arbor, Michigan identified 143 characteristics a competent elementary school teacher should have in order to teach science. When teacher educators were asked to rate these competencies major discrepancies became obvious. Teacher educators placed a very importan

value on competencies which were rated low or as having no value by practicing teachers. Such differences in perception become critical when practicing teachers evaluate the performance of student teachers whose goals are more likely to be those advocated by teacher educators. Further, teachers and teacher educators differed significantly in their estimations of when a competency should be attained. Three conclusions can be drawn from this preliminary research: (1) Teacher educators appear to attach less importance to classroom discipline and record keeping and more importance to working with students; (2) Teacher educators appear to believe that competencies should be attained earlier in the student's carreer; and (3) The differences found between teachers and teacher educators indicate that assessment of the competencies themselves is as important a task as assessing student's attainment of the tasks and should be included in any competency based program. The 143 competencies are included in the Appendix.

*13. Blount, Gail (comp.). Teacher Evaluation: An Annotated Bibliography. Toronto: Ontario Institute for Studies in Education, 1974. 43 p. Available ERIC. ED 093 033.

Three interrelated frames of reference -- the purpose of evaluation, the criteria for evaluation, and the evaluators -- form the basis of the major subject divisions of this bibliography. Part one consists of general material on teacher evaluation, teacher effectiveness, and supervisory practices. Attempts to determine the qualities of a good teacher are the major concern of materials listed in part two; and citations in part three emphasize the how, when, and what of evaluation. A representative sample of the literature on classroom observation techniques is included in the latter, as well as material on student evaluation of teachers and self evaluation. Additionally, there is information on two recent objective-based innovations: performance-based evaluation and teaching performance tests. Part four brings together studies and reviews of research studies that investigate whether effective teaching can be scientifically determined. Of primary concern are attempts to correlate teacher behavior with positive changes in learners. The final section includes listings that cover this subject from an essentially Canadian point of view.

**14. Borg, Walter R. Making the Leap from Correlational to Experimental Studies of Teacher Behavior. Paper presented at Annual Meeting of American Educational Research Association, Washington, 1975. 16 p. Available ERIC. ED 104 844.

What little we know about relationships between specific classroom behavior of teachers and relevant pupil outcomes has been obtained almost entirely from correlational studies. Yet if we are ever to apply knowledge in this area to teacher education, we must carry out experimental studies in which teachers are trained to emit specific behaviors that are found to be related to pupil outcomes. In order to evaluate how specific changes in teacher behavior can bring about changes in related pupil outcomes, Utah State University created three sets of protocol modules employed as experimental treatments. Through these studies, it was determined that relationships between specific teacher behaviors and pupil outcomes tend to be higher in correlational studies than in experimental studies. Four variables seem to be the cause of this difference. First, general teaching competence operates more strongly in correlational studies and probably leads to spuriously high correlations between specific teacher behaviors and pupil outcomes. Second, the length of pupil exposure to teaching behaviors studied may be longer in correlational studies than in experimental studies. Third, when teachers adopt new behaviors, there is a lag in the development by pupils of appropriate responses to these behaviors. Fourth, when teachers are trained in new behaviors, time is not often allowed to incorporate the skill into teacher performance.

**15. Borg, Walter R. Research and Development as a Vehicle for Improving Teacher Competence. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973. 15 p. Available ERIC. ED 076 584.

The most essential element in the Research and Development (R&D) process is the provision for repeated field testing, evaluation, and revision until the product reaches its objectives. This process can be implemented to improve the instructional process in two ways: to improve the instructional skills and strategies of teachers; and to develop more effective curriculum material for use in the schools. To test the effectiveness of an instructional method, one must first identify the specific elements that go into the successful use of that method and, secondly, involve in research teachers who effectively apply behaviors and strategies essential to this method. Most present teaching methods are not well-defined enough to permit such research. In fact, conventional teacher programs today are ineffective because they lack definition, an effective instructional model, objectives and evaluation, generalizability, and resources. In contrast, R&D efforts have made good strides towards defining teaching skills, providing teacher access to objective evaluation data that indicates which aspects have succeeded or failed, and developing components such as minicourses to serve as resources. R&D could similarly aim towards developing tested curriculum components.

**16. Borich, Gary D. Sources of Invalidity in Measuring Classroom Behavior. Austin: University of Texas, 1976. 66 p. Available ERIC. ED 120 262.

This paper is a review of the methodological problems recently uncovered in studying the nature of teacher effectiveness and evaluating the performance of individual teachers. Four problems encountered in the literature are range of measurements, inconsistent instrumentation across similar studies, lack of a generic framework from which to select behaviors to be measured, and use of instruments with inadequate psychometric characteristics. These problems are discussed. From a review of the literature, three general dimensions were selected from the purpose of categorizing classroom behavior and the instruments used to measure it. These dimensions were: (1) stage of behavior on a process-product continuum; (2) level of inference required in measuring behavior, and (3) objectives of the instruction. If the measurement of behavior is viewed as a longitudinal process, four distinct and consecutive measurement stages are apparent: (1) Preoperational (personality, attitude, experience, and aptitude/achievement); (2) Immediate (sign, counting, and rating systems); (3) Intermediate (Likert and Guttman Scales, semantic differentials and check lists); (4) Product (influences other than the teacher, unreliability of the raw gain score, and the teacher's desire to teach to the test). Last, some guidelines are offered for improving the measurement process.

**17. Boyan, Norman J. Improving Teacher Preparation Through Training Supervising Teachers. Santa Barbara: University of California, 1974. 54 p. (Paper presented at Annual Meeting of AERA, Chicago, 1974). Available ERIC. ED 090 167.

The University of California at Santa Barbara (UCSB) has developed a training program for supervising teachers as a strategic device for improving the preparation of teachers. Training activities and events derive from a "model" of the supervisory process which emphasizes the acquisition and use of specific supervisory skills, including the ability to observe and analyze systematically classroom instruction in order to identify behaviors needing change or maintenance. The model also emphasizes work with student teachers in developing solutions to their instructional problems. During the first two years (1970-1972), training was conducted by UCSB staff; during the third year, an "instructional package" was developed for use at distant sites. Evaluation results indicate that the targets skills are acquired by participants through both UCSB "hands on" training and through use of the "hands off" package.

**18. Breiter, Joan. The Relationship Between Measured Self-Actualization and Student Teacher Effectiveness. 10 p. Available ERIC. ED 075 395.

The relationship between teacher effectiveness (performance) and personality orientation of a specific group of intern teachers is examined. One hundred fifty-three elementary education majors in their fourth year at Iowa State University were administered the Personality Orientation Inventory (POI) and rated on a Teacher Performance Inventory (TPI) by the university supervisor and cooperating teacher for effectiveness while serving as student teachers. The performance inventory for student teachers has 35 statements, related to teaching performance, to be rated on a continuum from four to one. The raters did not know the OPI scores of the student teachers they rated. The study did not find a relationship between the TPI as a measure of teacher effectiveness and personality as measured by the OPI. (A four-item bibliography and the performance inventory are included.)

**19. Brushing, Christer, and Tingsell, Jan-Gunnar. Self-Observation and Self-Analysis in Teacher Training. Teacher Materials and Curriculum Together with Preliminary Findings on their Use. Research Bulletin No. 14. Sweden: Gothenburg School of Education, 1973. 56 p. Available ERIC. ED 076 552.

This new model for the supervision of student teachers utilizes videotaping hardware which allows the student teacher and his supervisor to evaluate teaching methods and behavior. Thus, the student teacher is better able to supervise himself. Employing Flanders Interaction Analysis, the student is able to interpret his teaching on closed-circuit T.V. This enables him to measure the predominant qualities of contact between teacher and pupils. Results of preliminary testing indicate that student observations on the same videotaped lesson agree with each other to a moderate degree. The latter can be explained by the relatively short teacher training time. (Six appendixes detailing data are included.)

**20. Bryan, Carson, and Quinlisk, Jon. Student Teacher Evaluation Must Reside in the Neutral World of Documented Behavior. 5 p. Available ERIC. ED 080 458.

Three problems have plagued the traditonal methods of evaluation of student teachers: the imposition of a supervisor's philosophy on the student, semantic vagueness in a supervisor's checklist of a student's performance, and determining each student's level of achievement. Wheeling College revised its field-based secondary teacher preparation program to overcome these problems. The competencies of a master teacher were identified and became the goals of

the students in the program. Each goal emphasized the student's developing his style of teaching and shaping his curriculum consistent with his philosophy and theory of learning, thus avoiding differing educational philosophies. Semantic vagueness was dealt with by identifying a progression of more demanding behaviors that culminate in each particular goal behavior. The final problem of determining each student's level of achievement was accomplished by providing tools to document student teacher performance (audio and videotapes, clinical supervision feedback) with the responsibility for utilizing these tools resting with the student teacher.

**21. Butcher, Russell H., and Heaps, Richard A. Predicting Student Teacher Effectiveness. 1972. 8 p. Available ERIC. ED 074 046.

The value of four pre-training screening devices for predicting student teaching effectiveness was examined. The four activities were a) microteaching for 7 minutes, b) microteaching for 30 minutes, c) role playing using reality therapy, and d) values conflict discussion. These activities were administered to 52 undergraduates in the Brigham Young University Individualized Secondary Teacher Education Program. Following each activity, an evaluation of the participants was made. The predictive areas of evaluation included a) interaction of the participant with the students during the student teaching experience, b) interaction of the participant with other teachers during student teaching and c) general teaching effectiveness of the participant during student teaching. Following the student teaching, an evaluation of the participants was made by their cooperating teachers. A comparison of the data revealed that the 7-minute microteaching was the most consistent predictor of student teaching success. The 30-minute session was the poorest predictor. The remaining activities proved to be irrelevant to the student teaching evaluation. (Ten references and one table of statistical data are included.)

**22. Chissom, Brad S., and John E. Morris. Development of an Automated System for Evaluation of Student Teacher Effectiveness. Final Report. Statesboro: Georgia Southern College, 1973. 45 p. Available ERIC, mf only. ED 117 156.

The primary purpose of this project was to develop a system for the evaluation of student teachers employing automated data processing as an integral part of the system. This system employed data gathered from four sources: (1) Public School Pupils, Grades 7-12; (2) Student Teachers; (3) Supervising Teachers; (4) College Supervisors. The emphasis was placed on the first source, the data obtained from the pupils of the student teachers. This source constituted a large volume of evaluation information that had to be processed through the use of automated

procedures. Results of the project compared the several sources of data, and indicated the relative effectiveness of each. The feedback provided from the evaluation information was used to identify strengths and weaknesses of individual student teachers, and cumulatively to evaluate the total student teacher program. Finally, by subdividing the data into categories relating to pupil characteristics, information was obtained about the effectiveness of student teachers in working with black, white, male and female students. As a result of this project, an automated system for gathering and analyzing a large amount of data is available to evaluate the effectiveness of student teaching.

**23. Ciampa, Bartholomew J. Working with Student Teachers. 1975. 54 p. Available ERIC. ED 104 392.

The purpose of this six-part document is to assist cooperating teachers in training student teachers. Chapter one examines the goals of student teaching. Considerations for the cooperating teacher to keep in mind while working toward the development of competent teachers are presented. Chapter two discusses the cooperating teacher's responsibilities, including a) preparing for the student teacher; b) familiarizing the student teacher with the school, procedures, resources, etc.; c) answering commonly asked questions; and d) maintaining student teacher morale. Chapter three discusses various aspects of observation and planning techniques and how the cooperating teacher and student teacher can collaborate on these techniques. Chapter four examines competency-based teacher education and lists competencies for student teachers. Chapter five discusses evaluation of the student teacher and lists important items to consider. Chapter six deals with encouraging professional ideals in the student teacher and includes the text of the "Code of Ethics of the Education Profession," adopted in 1963 by the National Education Association.

*24. Clark, Christopher M., and others. Teacher Self-Improvement Through Teacher Training Products: an Experimental Course. Stanford: School of Education, Stanford University, 1974. 30 p.

An experimental course was conducted to test three products that may be included in the Systematic Teacher Training Model being developed by the SCRDT Program on Teaching Effectiveness. Subjects were 14 intern teachers, the interns' curriculum and instruction professor, and their supervisor. Course consisted of a six-hour Self-Observation Training Program, a ten-hour Group Process Training Curriculum, and a twelve-hour Communication Skills Workshop. The subjects' overall reaction to the experimental course was moderately favourable.

The results indicate that the experimental course format is a useful and convenient method for obtaining trainee feedback on teacher training products.

*25. Cogan, Morris L. Clinical Supervision. Boston: Houghton Mifflin, 1973. 236 p.

A major purpose of this book is to develop and explicate a system of in-class supervision that, in competent hands, will prove powerful enough to give supervisors a reasonable hope of accomplishing significant improvements in the teacher's classroom instruction. Clinical supervision is conceptualized as the interaction of peers and colleagues. It is not unilateral action taken by the supervisor and aimed at the teacher. On the contrary, the teacher is called on to assume almost all the roles and responsibilities of a supervisor in his interaction with the clinical supervisor.

**26. Cole, Henry P., and Musser, Louise S. Field Activities Selected by Preservice Teachers in Traditional and Experimental Programs. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973. 17 p. Available ERIC. ED 076 575.

An activity Preference Questionnaire was administered to both a group taking an experimental program in education and a group taking the regular program to measure the frequency and variety of field experience in which the students engaged. Results and correlations of results were engaged. Results and correlations of results were plotted to highlight the students' interests. The result indicated a need for independent assessments of student activities as opposed to self-report data and a teacher written report. (Copies of tables are included.)

*27. Competency Assessment, Research and Evaluation. Report of a National Conference, March 12-15, 1974, University of Houston. Chicago: American Association of Colleges for Teacher Education. 272 p.

Includes papers on a variety of topics related to teacher competence and competency - based programs of teacher education. Papers include "Assessing Teacher Competency" (Ward, Morine and Berliner), "Teacher Competency Research" (Rosenshine) and "The Politics of Teacher Competence" (Scribner and Stevens).

**28. Cooper, James M. Pupil Growth Measures and Teacher Evaluation: Pressing for Practical Applications. Paper presented at Annual Meeting of American Educational Research Association, Chicago, 1974. 19 p. Available ERIC. ED 090 297.

The use of pupil growth measures to evaluate the competency of preservice teacher trainees is advocated by many proponents of competency-based teacher education. This paper (1) raises pro and con arguments for the use of pupil growth measures to evaluate preservice teachers, (2) suggests practical applications for the use of various types of pupil growth measures to evaluate teacher trainees, and (3) suggests ways in which these pupil growth measures can be developed and measured.

*29. Copeland, Willis D., and Norman J. Boyan. Training in instructional supervision: improving the influence of the cooperating teacher, pp. 28-38 in Heidelbach, Ruth. Developing Supervisory Practice. Washington: Association of Teacher Educations, 1975. 38 p.

This paper asks the question "How can a teacher preparation institution assist cooperating teachers in working directly with student teachers in an effort to solve teaching problems and improve instruction?" In reply it suggests that assistance may be provided by training cooperating teachers to employ a process of supervision which focuses on chaning teaching behaviour as a method of solving instructional problems.

**30. Crim, Roger D. The Use of the Videotape Recorder in Teacher Self-Evaluation. 1974. 31 p. Available ERIC. ED 106 270.

This document contains five chapters. The first chapter is entitled "The Need for Self-Evaluation." It explains why teacher self-evaluation is necessary and outlines the basic assumptions underlying teacher self-appraisal. Chapter two looks at the value of videotape recorders in providing an objective, neutral record of teaching. Chapter three examines the use of codes-systems used to view classroom behavior from different points of view. This chapter also describes the Roberson Self-Appraisal System. Chapter four describes three programs using videotape. The first is a video inservice program; the second, interaction analysis adapted to videotape; and the third, student teacher self-evaluation. Chapter five presents the summary and conclusions. It stresses the need for a nonthreatening situation for self-evaluation (which videotaping can provide), and a desire on the part of the teacher for improvement.

**31. Denton, Jon J. An Evaluation Model for Competency Based Teacher Preparatory Programs, 1976. 15 p. Available ERIC. ED 121 727.

This discussion describes an evaluation model designed to complement a curriculum development project, the primary goal of which is to structure a performance based program for preservice teachers. Data collected from the implementation of this four-phase model can be used to make decisions for developing and changing performance objectives and program components. This model provides two classes of information: data on program operations and data on student achievement. The initial component (phase one) of the evaluation model serves two assessment functions: student achievement and program effectiveness. This information is obtained from a formative test with objective-type test items. The achievement and perception data collected in phase one provide information for short term maintenance decisions for the coursework preceding student teaching. Phase two involves the confirmation of the stability of the assessment instruments. Two measurement processes constitute this phase: final cognitive assessment and observation of classroom teaching skills. Phase three centers on assessing the ability to apply teaching skills emphasized in the course work preceding student teaching. Phase IV of the model expands the effort to collect "consequence of instruction" information. Graduates of the program are asked to evaluate their preparation after one semester of classroom teaching experience on a brief questionnaire.

**32. Denton, John J. Pupil Perceptions of a Student Teacher's Competence. Paper presented at Association of Teacher Educators Conference, St. Louis, Missouri, February 4-7, 1976. 24 p. Available ERIC. ED 120 153.

This project was undertaken to develop and validate a pupil response instrument for evaluating the instructional competence of aspiring teachers. Two school districts of moderate size and in close proximity to a university were selected for the project. The sample consisted of the pupils of 96 secondary area teacher candidates completing the student teaching requirement for a teaching certificate during the 1974-75 academic year. An instrument of 55 items was devised in which the pupils responded to each item on a five point scale ranging from agree to disagree. Candidates were requested to select one class section to complete the instrument near the end of the program. The resulting data was treated with a variety of statistical procedures which resulted in the selection of 30 items grouped into nine different factors. Results indicated, however, that the instrument could not be

validated for students in grades seven through nine, because the terminology used was too difficult. It was concluded that pupil assessment of teaching competence adds a significant dimension to the student teaching program from a measurement viewpoint. However, because the fear of this practice by student teachers is great, the use of pupil assessment instruments for determining competence should be placed in the context of a formative test of self improvement and not be a final measurement of the candidates' capabilities to teach.

*33. DuBey, Robert E., and others. A Performance-Based Guide to Student Teaching. Danville, Illinois: Interstate Printers and Publishers, 1972. 183 p.

This book was prepared to provide the student teacher, the supervising teacher, and the university supervisor with a carefully planned guide for professional growth of the student teacher. It contains performance objectives for student teaching, suggestions for activities, provisions for analyzing the student teacher's progress toward stated objectives, and evaluation devices for recording progress.

*34. Dunkin, Michael J., and Bruce J. Biddle. The Study of Teaching. New York: Holt, Rinehart and Winston, 1974. 490 p.

This book is concerned with teaching as researchers have conceptualized it. It provides a summary of the methods, concepts, and findings of observational research on teaching. Approximately 500 studies involving systematic observation of teaching in classrooms were reviewed in creating this book.

**35. Dunway, Lillian R., and Robison, Helen F. Student Teachers Self Analysis of Teaching Behavior. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973. 19 p. Available ERIC. ED 083 122.

Analyses of teaching behavior, transcribed from videotaped samples by elementary student teachers, who used a new instrument, Baruch Behavior Analysis, were examined for accuracy, reliability, quantification, and interpretation. The instrument helps the student to analyze himself and prescribe improvement for his behavior as to extent and patterns of teacher talk, distribution of pupil talk, categories of teacher questions, kinds of responses teachers make to student verbalizations, and quality of teacher's nonverbal behavior. The data indicated that most students recognized the need to improve their teaching and made specific appropriate recommendations for amelioration.

*36. Dussault, Gilles. A Theory of Supervision in Teacher Education. New York: Teachers College Press, 1970. 275 p.

In this monograph the author brings together what is known (findings from research) and what is asserted (professional opinion) about supervisors' work with student teachers. In an effort to provide direction for future research he turns to Carl Rogers' theory of therapy and personality change. From that model theory he develops a middle-range theory of supervision in teacher education.

**37. Fanslow, Alyce M., and Leroy Wolins. Assessment of Observational Items for Use in Competency-Based Teacher Education Programs. Paper presented at Annual Meeting of National Council on Measurement in Education, Washington, 1975. Available ERIC. ED 117 164.

A 50-item observational instrument was used by cooperating teachers and college supervisors to evaluate the competencies of 77 home economics student teachers from two universities at two time intervals during the student teaching experience. Two analyses of variance (AOV) for each of the 50 items were used to identify items which judges could rate reliably. Intra-class correlation coefficients were utilized to ascertain if different ratings between student teachers were due to differences in their performance. The AOV analyses suggested that judges could reliably rate 18 items. Of these, five appeared to discriminate between student teacher's performance whereas eight did not.

**38. Fortune, Jimmie C., and others. Use of Classroom Distributions of Student Achievement Test Scores to Evaluate the Instructional Effectiveness of Teachers. Paper presented at Annual Meeting of American Educational Research Association, Washington, 1975. 25 p. Available ERIC. ED 117 170.

The instructional effectiveness of elementary classroom teachers is investigated through the use of distributions of student achievement scores. The data used for this investigation were reading, language, and arithmetic subtest scores on the Comprehensive Tests of Basic Skills for fifth and sixth grade public school children. Students were classified by their grade equivalent scores on each of the subtests. For each teacher in each of the grades, the scores were computed for each of their students. Upon grouping of students, each teacher received nine data points; mean gain scores for slow, average and fast students in reading, language and arithmetic. It was then determined which cluster of teachers was most effective with certain students and then to follow these teachers the second year of the study and reinvestigate their effectiveness. Results indicate that it may be possible to determine that certain teachers are more successful in working with certain types of students in various subject areas and at differing abilities.

*39. Gage, N.L. Handbook of Research on Teaching. Sponsored by American Educational Research Association. Chicago: Rand McNally and Company, 1963. 1218 p.

Includes chapters on measuring classroom behavior by systematic observation and rating methods in research on teaching. Reviews the research on teaching various grade levels and subject matters.

*40. _____. Teacher Effectiveness and Teacher Education: The Search for a Scientific Basis. Palo Alto: Pacific Books, 1972. 226 p.

This book provides a general review of research on teaching. Included is a section on the role of evaluation of teaching as a basis for administrative decisions on promotion, tenure and pay, as a tool for self-improvement on the part of teachers, and as a criterion for use in research on teaching. The results and value of feedback of ratings to and from teachers is also considered.

**41. Gaines, W. George. What Focus in the Measurement of Teaching Competency? Paper presented at the Mid-South Educational Research Association, Memphis, 1975. 6 p. Available ERIC. ED 092 571.

This paper deals with the question of what should be the focus of measurement in a competency-based teacher education program. Two modes for measuring teaching competency, product measurement and process measurement, are contrasted and discussed. Product measurement focuses on changes in pupil behavior brought about by the teacher while process measurement focuses on the teaching act itself. Since there is little research evidence that causally links teacher behavior with pupil behavior, the simultaneous use of both product measurement and process measurement is advised.

**42. Garner, Raymond A. Competencies Needed by Students in Agriculture and Natural Resources Education Prior to Student Teaching. Professional Services in Agricultural Education No. 4. East Lansing: Michigan State University, 1974. 32 p. Available ERIC. ED 110 636.

Recognizing the need for competency-based teacher education to become more closely coordinated with the field of experience of teachers, the study focuses on identifying professional competencies which majors in agriculture and natural resources education should have developed prior to student teaching. Based on interviews with four supervising teachers, a checklist of competencies was prepared and mailed to 27 vocational

agriculture teachers (who had served as supervising teachers) who were asked to rank the degrees of need for mastery of each competency. The analysis of the 20 respondents indicates a great or considerable need for student teachers to have developed several competencies prior to their field work. Ratings are presented in tabular form. Nine of the highly rated competencies (instructional planning, instructional materials and resources, conducting instruction, supervised occupational experience programs, working with FFA, evaluating instruction, counseling, maintaining community relations, and maintaining a professional role) are summarized. Recommendations stress coordination of the segments of teacher education programs and improvement of these programs. An appendix containing the checklist of competencies and accompanying letter conclude the report.

**43. Geisert, Paul. A Discrepancy Evaluation System for Elementary School Teachers 1973. Laramie: University of Wyoming, 1973. 32 p. Available ERIC. ED 081 856.

A model for evaluating the professional activities of elementary school teachers is presented. It is based on: (1) a systematic process for reporting their activities; (2) discrepancy evaluation -- the comparison of goals and objectives with outcomes; and (3) product rather than process evaluation. Teacher activity in nine categories is assessed -- teaching, curriculum, school-related activities, student interactions, administration, service, professional growth, student evaluation, and test evaluation. The ten steps involved in the evaluation are described. The evaluation forms are included. An appendix contains a sample contract for implementing the discrepancy evaluation models and a list of job targets.

**44. _____. A Discrepancy Evaluation System for High School Teachers. Laramie: University of Wyoming, 1973. 32 p. Available ERIC. ED 081 857.

A model for evaluating the professional activities of high school teachers is presented. It is based on: (1) a systematic process for reporting their activities; (2) discrepancy evaluation -- the comparison of goals and objectives with outcomes; and (3) product rather than process evaluation. Teacher activity in nine categories is assessed -- teaching, curriculum, school-related activities, student interactions, administration, service, professional growth, student evaluation, and test evaluation. The ten steps involved in the evalution are described. The evaluation forms are included. An appendix contains a sample contract for implementing the discrepancy evaluation models and a list of job targets.

**45. Gibbs, Gloria S. Implications of Learning Theory in a Systems Approach to Supervision. 22 p. Available ERIC. ED 111 785.

This report presents the results of a curriculum project which produced an instructional design for field supervision. The primary objective was to operationalize the "systems approach" to field supervision by showing how the theory/practice synthesis, learning theory, and variation of newer instructional designs could be used in the student teaching practicum at the University of Illinois, Chicago Circle Campus. The instructional design, placed in the context of learning theory, consists of nine components and a flow chart model depicting the components and their relationships in achieving objectives applicable to a specific skill(s) or concept needed by the student teacher. Included in the report are guidelines for developing a self-instructional package (SIP) focusing on a specific skill or concept needing mastering by the student teacher. The concomitant use of the SIP based on this instructional design in a learning/teaching classroom setting is intended to (1) provide self-paced, individualized learning for the student teacher; and (2) provide systematic feedback and evaluation of the student teacher's performance by both the classroom cooperating teacher and the college supervisor. A self-instructional package, with self-contained units, developed within the framework of a nine-component instructional system is currently being used to help students acquire specific skills associated with the open classroom concept.

**46. Grandgenett, Donald J. A Comparison of the Ratings Given Ten Teacher Applicants by Ten Public School Administrators after a Traditional Interview and a Videotape Teaching Demonstration. Omaha: University of Nebraska, 1972. 84 p. Available ERIC. ED 083 183.

This study determined if added information in the form of a 10-minute teaching demonstration on videotape would significantly change the ratings given 10 teacher candidates by 10 judges in an earlier 15-minute interview. The judges were members of the Omaha school system responsible for interviewing and hiring new teachers. Subjects were second-semester student teachers at the University of Nebraska at Omaha. Statistical results indicated that there were no significant differences between the ratings of judges using only the traditional interview method and the ratings of those benefiting from the additional videotape. However, the lack of agreement among the judges in ranking the candidates in both the interview and the videotaped demonstration may have been significant enough to mask any treatment effect of the videotape. A

criterion, and evaluative check list, or some other rating process that has reliability, needs to be developed by school systems for the selection of teacher candidates. (Selected appendixes are included.)

**47. Grubb, Jane. New Student Teaching Program and the Classroom Teacher. St. Louis: Association of Teacher Educators, 1972. 16 p. Available ERIC. ED 061 172.

This speech describes a clinical experience program designed to a) illustrate and demonstrate principles of practice, b) involve the application and testing of teaching and learning theory, and c) provide opportunities for developing competency in a full range of teaching tasks. Clinical experiences in the school are composed of three phases: associate teaching, intern teaching, and pretenure teaching. Associate teaching is a continuous experience of teaching under close supervision. Intern teaching is the acceptance of full responsibility of a class or classes, again under close school and college supervision. Pretenure teaching employs the students as regular teachers with full salary with supervision available on request. The supervisory positions include the participating, clinical, and consultant teacher. A participating teacher shares his classroom and himself with laboratory students. The clinical teacher supervises students placed with him for associate teaching experience. The consultant teacher supervises two or more pretenure teachers and works in partnership with other members of a supervisory team. This program has the potential to satisfy critics of teacher effectiveness. The program results include earlier exposure to students, more careful screening of teacher candidates, and better integration of clinical experience and theory.

*48. Haberman, Martin. Guidelines for the Selection of Students into Programs of Teacher Education. Washington: Association of Teacher Educators and ERIC Clearinghouse on Teacher Education, 1972. 26 p.

The author reviews research evidence he considers pertinent to the selection of teacher education students and synthesizes the evidence into 11 criteria for selection. Criteria include the following: "Admission to professional education is a professional decision not a student right"; "External selection must complement self-selection"; "Selection must assess the potential of candidates to function as continuous learners."

49. Harper, Frank B.W. Student Teacher Assessment Project. London: Althouse College, University of Western Ontario, 1970-71.

**50. Harrow, Thomas L., and others. An Investigation into Student Teacher Problems during Practice Teaching. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973. 8 p. Available ERIC. ED 076 578.

Problem areas related to student teaching experiences were identified in this study. Weekly seminars for student teachers were held to collect data on specific problems. Fifty problems were identified and then rated according to severity by over 300 students. A correlation matrix was formed, and a component analysis was performed. As a result, items were combined according to component loadings. The components were grouped to provide a factor base. Five scales were formed: administrative, discipline, student peer, motivation, and school policy. Specific problems were identified within each scale. The results emphasized that student teachers should be provided with relevant information concerning administrative functions, discipline of students, problems of student peer groups, motivation of students, and policies of the school and school system. It was recommended that these five main problem areas be included as guidelines for curriculum development in teacher preparation programs. (A 14-item bibliography and one table of data are included.)

**51. Helsel, A. Ray, and Willower, Donald J. Toward Definition and Measurement of Pupil Control Behavior. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973. 19 p. Available ERIC. ED 074 073.

An attempt is made to define and measure pupil control "behavior." In order to measure pupil control behavior, an instrument called the Pupil Control Behavior (PCB) Form was developed and tested. The 31 custodial and 34 humanistic items were randomized, and the initial version of the PCB Form was administered in 20 schools in Illinois (13 secondary and 7 elementary). A total of 2,815 usable PCB Forms were collected, representing student descriptions of 129 of the 130 teachers who participated in the investigation. The mean class size for the sample was 21 students. A one-way analysis of variance was applied to each of the questionnaire items. All of the items survived the analysis of variance test; the final PCB Form retained 20 of the original 65 items, 12 being positive to the humanistic end of the control continuum and 8 characterizing the custodial extreme. The theoretical range of the scale is from 20 to 100; the higher the score, the more custodial the behavior. A

one-way analysis of variance indicated that the scale differentiates among subjects while clustering within subjects. A reliability analysis of the form yielded a coefficient of .92 as estimated by Cronbach's alpha. To test the general hypothesis that there would be a positive relationship between custodialism in educators' pupil control ideology and custodialism in their pupil control behavior, data were drawn from 43 schools (14 elementary, 16 junior highs, and 13 high schools). Students described the pupil control behavior of their teacher, counselor, and principal; teachers, counselors, and principals completed the Pupil Control Ideology Form and a personal data sheet. The general hypothesis was supported.

*52. Henry, Marvin A., and W. Wayne Beasley. Supervising Student Teachers the Professional Way. A Guide for Cooperating Teachers. Terre Haute, Indiana: Sycamore Press, 1972. 172 p.

This book is designed to assist the supervising teacher in responding to the responsibilities of working with a student teacher. Includes chapters on the supervisory conference, on evaluation of student teachers and on the supervision of problem student teachers.

**53. Hewitt, Toni. Supervising a Secondary Student Teacher in a Foreign Language. Montana Foreign Language Teachers Association Bulletin 17:9-16 Apr-My'73. Available ERIC. ED 097 797.

Based on experiences in supervising student teachers of French and Russian at the secondary level, this paper examines the relationship between the student teacher of a foreign language in a secondary school and the supervising teacher in terms of the general and specific responsibilities of each. Suggestions and criticisms are offered concerning the preparatory work required of the supervising teacher, the initial period of the practice teaching experience, the role of the college supervisor, and evaluation procedures.

**54. Hosford, Phil, and Angela Schroder. Can The X-Factor of Teaching be Used in Research?, 1974. 7 p. Available ERIC. ED 100 920.

For years, an intuitively perceived X-factor seemed to help principals, professors, and supervisors announce with confidence those who were "really good teachers." This study attempted to point the way to gathering data objectively with regard to the X-factor. Two specific objectives were sought. The first one was to determine to what degree the following groups of people, involved with teachers in different capacities and roles, may be in agreement on the stronger/weaker "teachers" viewed: (a) selected 9th-grade students, (b) 9th-grade class,

(c) a senior high school class, (d) masters-level students in a graduate education course, (e) fulltime teachers in a graduate education course, and (f) doctoral students and professors in education. A second objective was to determine if the evaluation of prospective teachers made by the group of five 9th-graders would correlate at a high level with the other groups and be reliable enough to serve as sufficient and representative in the evaluation process of prospective teachers.

All six groups evaluated the videotaped performance of sophomores involved in a microteaching assignment. The results of the collected data showed significant correlations between evaluations made by five 9th-grade students and by students in both a 9th-grade class and a senior high school class from different schools within the same district. Low correlations were found between evaluations by the five 9th-graders and graduate students, public school teachers and professors.

*55. Houston, W. Robert (ed.), and Howsam, Robert B. (ed.). Competency Based Teacher Education. Progress, Problems, and Prospects. Chicago: Science Research Associates, Inc., 1972. 192 p. ED 074 017. Not available ERIC.

This volume is an outgrowth of the 1971 conference on competency-based teacher education at the University of Houston. The authors deal with topics which concern the conference participants. The topics include a) change and challenge in teacher education, b) explicit objectives, c) curriculum design, d) evaluation of teaching behavior, e) consortia, f) implementation of teacher education programs, g) certification, and h) national priorities and commitments. Reference notes follow each topic.

**56. Howell, John. Performance Evaluation in Relation to Teacher Education and Teacher Certification, 1971. 27 p. Available ERIC. ED 055 974.

Any particular teaching performance is limited by time and place and must be regarded as only a small sample of the large collection of activities called teaching. Evaluation is part of teaching, but it may also be a separate activity carried on by a third party. Evaluation methods differ according to the purpose, whether for guidance of preservice teachers, improvement of training programs, or certification. For both teacher education and teacher certification a major problem is that of defining all the kinds of jobs that teachers are expected to fill and adequately describing the social and institutional settings in which the jobs exist. No matter what the main reason for the evaluation of a particular teaching performance, the evaluator must take some account of what

the teacher is trying to accomplish. If teaching performance is to be evaluated in detail, some theory of teaching is needed as a guide to how it should be broken down. Adequate justification for the theory must be available in some form. A particularly difficult problem in evaluating teaching performance is that of gathering sufficient accurate data. If teaching performance is to be judged on the basis of pupil learning, great care must be used to eliminate major sources of error in the assessment of learning. Among the many issues related to the problem of evaluating teacher performance are racial bias in teacher selection, merit rating, accountability, differentiated staffing, and community control of the schools.

**57. Huddle, Donald D. Supervision of Student Teachers: A New Concept. 27 p. Available ERIC. ED 074 029.

This document describes changes in the traditional methods of supervising student teachers. These changes are based on curricular innovations in schools and universities and the reallocation of currently available resources. Major changes include the employment of a Coordinator of Education Field Experiences whose primary responsibility lies in the direction of curricular revision, the assignment of professors to spend blocks of time in the schools to act as resource personnel, the identification of a school employee who will act as a Student Teacher Instructional Leader, the development of inservice programs, and the development of a system of identifying and implementing mutual goals so that the schools and universities become a cooperative team in teacher and pupil education.

**58. Hursh, Hilda Bengtson, and others. A Pilot Project to Examine Whether Teachers "Turn On" Only When Observers Are Present. Paper presented at Annual Meeting of American Psychological Association, New Orleans, 1974. 17 p. Available ERIC. ED 107 622.

This report examined the effect of observer presence and absence on teacher behavior in the classroom. The study involved two undergraduate teachers in a preschool classroom serving eight children with special problems. Observations were made during a 45-minute work-play period when one of the teachers was in the play area. One observer recorded the teacher's behaviors behind a one-way mirror; the other observer was present in the classroom for 10 minutes of the 20-minute observation period. Records were kept continually throughout the

play period by the observer behind the glass. In this study, physical contact was the teacher behavior observed, and was noted under one of the following categories: (a) teacher physical contact to appropriate child behavior, and (b) teacher physical contact to inappropriate child behavior. When the teachers were asked to increase physical contact with the children, the results showed that teachers carried out the request more when the observer was present than when absent.

**59. Jackson, Mary Lynn, and Fuller, Frances F. Influence of Social Class on Student's Evaluation of Their Teachers. Appendix D. Austin: University of Texas, 1966. 5 p. Available ERIC. ED 055 984.

The Pupil Observations Survey Report (POSR), a 38-item rating scale, was administered to pupils of 26 female student teachers in secondary schools. Social class origin of the teachers was assessed using the short form of the McGuire-White Index of Social Status. Pupil social class was operationally defined in terms of the social class of the neighborhood from which pupils were drawn. Pupils' POSR responses were factor analyzed using Kaiser's varimax rotation technique and yielded nine orthogonal factors. The factor scores of 28 pupils -- seven males and seven female randomly chosen from each of eight classes evenly divided between lower and middle class -- were submitted to analysis using a triple classification analysis of variance design. Results showed the female pupils tended to perceive teachers as more confident or poised. Middle class pupils rated teachers as more pleasant and effective than did lower class pupils. Lower class pupils tended to like teachers in personal terms more than did middle class pupils. Lower class pupils tended to perceive all teachers as more authoritarian. Lower class teachers were evaluated as more authoritarian by all pupils but especially by lower class pupils. Pupils seemed to prefer a teacher of a different social class except in evaluation reflecting effective communication. There, teachers of the same social class as pupils were rated higher. (Related document is ED 028 148.)

**60. Kenny, James, and others. How Students See Teachers. 1972. 14 p. Available ERIC. ED 077 221.

A study of student-perceived teacher roles was attempted at four different school levels: elementary school, middle school, high school, and college. In each case, students were asked to give three qualities which characterized the "good" teacher and three qualities which characterized the "bad" teacher. Written responses were

then postcoded and scored in one of 18 possible categories according to a protocol adapted from studies at Western Michigan University. Results were compared for students in the different schools and for differences between the sexes. Qualities that became increasingly important in higher school levels were also indicated.

**61. Kleinfeld, Judith. Effective Teachers of Indian and Eskimo High School Students. University of Alaska, 1972. 74 p. Available ERIC. ED 068 246.

The focus of this study is upon analyzing effective and ineffective teachers in terms of their behavior in the classroom, not in terms of their personalities or attitudes. It is suggested that 2 fundamental characteristics distinguish effective from ineffective teachers of American Indian and Eskimo students: (1) a high level of personal warmth, especially warmth communicated non-verbally through facial expression, body distance, and touch; and (2) a high level of active demandingness in the classroom -- demandingness expressed as an aspect of the teacher's personal concern for the student, rather than a concern for subject matter. This study also suggests the need for pre-service and in-service training for teachers to acquire the type of interpersonal behavior that facilitates learning among the Indian and Eskimo students. Teachers of Indian and Eskimo students were observed in 2 boarding schools and in 5 integrated urban high schools during the 1970-71 school year. The focus was on teachers of 9th grade Indian and Eskimo students. The teachers were videotaped to permit a more intensive analysis and interviewed to discuss problems of village students and effective teaching methods. The "Supportive Gadflies," who exhibited personal warmth and active demandingness, appeared to be successful with the Indian and Eskimo students as compared to the other types of teachers (traditionalists, sophisticates, and sentimentalists).

*62. Lang, Duaine C., and others. A Partnership for the Supervision of Student Teachers. Mt. Pleasant, Michigan: Great Lakes Publishing Company, 1975. 180 p. ED 103 365. Not available ERIC.

This book is divided into 10 chapters. The first deals with the historical development of clinical experiences in teacher education. Chapter 2 explains how it was realized in the late 1960's that a true partnership between colleges and public schools was needed if quality laboratory experiences were to exist. Many such partnerships have been developed in the 1970's. Chapter 3 deals with

student teaching supervision, pointing out that the one individual who most influences the student teaching experience is the supervising teacher. Chapter 4 describes communication between the supervisor and trainee in terms of those factors which help to describe the various kinds of communication devices. Chapter 5 emphasizes the importance of planning in a teacher training experience. Chapter 6 gives the reader an awareness of the potential value of observations, particularly as a growth and development technique. Chapter 7 emphasizes that each supervisor must develop the ability to conduct effective conferences with student teachers. Chapter 8 discusses ways in which behavior modification can be used in clinical experiences. Chapter 9 deals with problems that arise concerning evaluation, and some attempts that have been made to solve these problems. The last chapter looks at a number of current trends in teacher education programs.

**63. Lawson, Dene R. Indicators of Teacher Ability to Relate to Students. Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1971. 26 p. Available ERIC. ED 050 008.

The purpose of this study was to find teacher behaviors which correlate significantly with a criterion measure of teacher ability to relate to students. Videotapes of 50 teacher interns were shown to 100 high school students of three different ethnic backgrounds -- white, black and oriental. Teachers were rated on ability to relate to students. Subsequent interaction analysis of the videotapes identified 51 potential teacher behavior correlates, 15 of which were found to correlate significantly with teacher ability to relate to students. In general students tended to rate higher those teachers who 1) lecture in response to student talk, 2) allow students freedom to initiate discussion, and 3) use praise extensively in rewarding students. Students tended to rate less favorably those teachers who 1) permit silence in the classroom to continue for prolonged periods of time, 2) give directions for extended periods of time, 3) prolong an activity, and 4) ask questions for prolonged periods of time. No significant differences were found among mean teacher relatability scores by main effects of race and sex of student raters.

**64. Limbacher, Philip C., and Rosenshine, Barak. Relationship of High-Inference and Low-Inference Observation Measures. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, 1972. 13 p. Available ERIC. ED 065 550.

The correlation between high-inference measures and low-inference observation measures was studied using two groups of social studies student teachers (25 students per group). The high-inference measure for two videotaped lessons was obtained with the 10-item Teacher Performance Appraisal Scale (TPAS), on which pupils rated the lesson on a scale from one to seven. The low-inference observation measures were obtained by having trained observers categorize the vediotapes into the 10 categories of Classroom Interaction Analysis (IA) observation system of Ned A. Flanders. Separate analyses were made for each group. No steady correlations were established between the high-inference and low-inference data. Another study was then conducted in which scores for the individual items comprising the TPAS were developed, and the results were subjected to additional correlation studies with the IA scores. The only consistent correlation was a negative correlation across observations for the high-inference variable "content organized" and the low-inference variable "student talk -- initiation."

**65. Mahan, James M., and Frank K. Lester. A Study of Inter-Relationships Between Three Independent Rankings of Student Teacher Effectiveness and Student Teacher and Supervising Teacher Assessments of Satisfaction with a Year-Long Field Program. Paper presented at Annual Meeting of American Educational Research Association, Chicago, 1974. 16 p. Available ERIC. ED 096 323.

The relationships between rankings of student teachers' effectiveness and the student teachers' and supervising teachers' satisfaction with a year-long student teaching program were assessed. Three independent rankings of student teachers were obtained from (1) 85 student teachers, (2) 46 supervising teachers, and (3) 10 university personnel. In order to measure the degree of satisfaction with student teaching, the Purdue Student Teacher Opinionnaire was administered to all student teachers and supervising teachers. Results indicated that both student teachers and supervising teachers tended to perceive the student teaching experience satisfactorily, but student teachers were significantly more critical of certain aspects of school programs than supervising teachers.

**66. McAteer, John F. Your Student Teacher's Final Evaluation. 8 p. Available ERIC. ED 085 394.

Each confidential statement about a student teacher by his teacher supervisors should be written with one goal in mind, that of offering a candid assessment of a teacher candidate who is being considered for employment by a hiring official. Amidst the current trend

toward pass/fail courses, these statements assume an even higher importance. There are numerous criteria one can apply in such an assessment. The following are cited as illustrations: a) the situation (school setting, educational philosophy of community, social and economic characteristics); b) teaching experience; c) extra-Academic initiative; d) personal interaction; e) appearance and social demeanor; f) preparation versus production; g) cautious versus curious (mention any innovative ideas the student teacher may have implemented, especially if they were less than successful but worthwhile for the expended effort); h) receptive to suggestions; i) strengths; and j) deficiencies and attitudes toward correction.

*67. Medley, Donald M., Robert S. Soar, and Ruth Soar. Assessment and Research in Teacher Education: Focus on PBTE. Washington: American Association of Colleges for Teacher Education, 1975. 38 p. Available ERIC. ED 107 600.

This report deals with "a couple of very important Achilles' heels" of the performance-based teacher education movement:

1) the problem of measuring or assessing the performances or competencies

2) their validation as behaviors that make a difference in student learning.

The report includes an exploration of the psychometric realities of assessment.

**68. Millar, Dan P. Should You Become a Teacher? -- the Use of Screening Procedures. Paper Presented at the Central States Speech Association Convention, Chicago, 1972. 17 p. Available ERIC. ED 070 110.

This paper presents a screening procedure for potential teachers of speech that encourages self-appraisal and provides an opportunity for the student to remove himself from the program. The author briefly examines past efforts to predict the performance of potential teachers; reviews qualities to be looked for in effective speech teachers; and outlines procedures and instruments for screening candidates for the classroom.

**69. Millman, Jason. Task and Administrative Facets of Teaching Performance Tests. Paper presented at Annual Meeting of American Educational Research Association, Chicago, 1974. 9 p. Available ERIC. ED 090 300.

The teaching performance test is a recently developed assessment technique designed to sharpen our teacher competence evaluation procedures. It assesses a teacher's ability to promote learner mastery of prespecified instructional objectives during a relatively short lesson designed by the teacher. The principal contributions of this paper are the suggestions of what key facets (i.e., task dimensions and administrative factors) are crucial in the effective use of teaching performance tests. The critical dimensions involved in teaching performance tests fall into two groups -- those associated with the nature of the instructional objective and those concerned with the administration of the test.

**70. Mott, Johanna K., and Sydney L. Schwartz. Using Two Coding Systems, Teacher Behavior Form (TBF) and Pupil Behavior Form (PBF) with Classroom Teachers in Field Centers to Shape Observation and Guidance of Teacher Trainees. Paper presented at Annual Meeting of American Educational Research Association, Chicago, 1974. 14 p. Available ERIC. ED 096 318.

The objective of the project was to unify the efforts of the classroom teacher and the college faculty in observing and guiding the teacher trainee in classroom teaching practice. Two coding systems, one on teacher behavior and one on pupil behavior, were used to establish a common language for professional dialogue on description of and prescription for teacher trainee performance. The common focus served to coordinate the energies of all participants in the experimental program. The project offers a model for coordinating the efforts of classroom teachers with college faculty in diagnosing and prescribing teaching practice for teacher trainees toward the goal of performance-competence. Sample forms are included.

*71. Myers, Douglas, and F. Reid (eds.). Educating Teachers: Critiques and Proposals. Toronto: Ontario Institute for Studies in Education, 1974. 156 p.

**72. Nadeau, Gilles G. Validity of Student Ratings of Instruction: Validity for what Purpose and What Kind. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, 1975. 16 p. Available ERIC. ED 110 484.

Four statements formulated after an extensive literature review on student ratings of instruction are proposed: (1) we must remember the basic definition of validity, (2) we must clarify what it is that a particular teacher

is trying to do or proposes to do in a given classroom, (3) we must be clear about defining what we want to obtain from student ratings, and (4) we must make a greater effort to measure student performance as a result of or in spite of what the teacher intended to do and what actually was done. A Taxonomy of kinds of validity is presented. The identification of validity for a particular purpose, situation, and group is discussed. The need for a more sophisticated analysis of student rating data, utilizing more recent statistical tools such as discriminant analysis and multivariate procedures, is pointed out.

**73. Okey, James R., and Donald W. Humphreys. Measuring Teacher Competence. Paper presented at Annual Meeting of National Association for Research in Science Teaching. Chicago, 1974. 12 p. Available ERIC. ED 090 060.

Presented is a discussion of three types of teacher competencies: cognitive, performance, and consequence. The study identifies some methods for measuring outcomes in each of the three categories. Also discussed is the problem of designing research studies for investigating teacher effectiveness.

*74. Ontario Public School Men Teachers' Federation. A Position on Teacher Education. Toronto: OPSMTF, 1974. 14 p.

Includes suggestions for pre-selection screening and post-acceptance assessment.

**75. Painter, Lorene H., and William K. Wiener. Developing Competent Cooperating Teachers: A Challenge to Teacher Educators. Hickory, N.C.: Lenoir Rhyne College. 9 p. Available ERIC. ED 098 231.

This paper describes an inservice program at Lenoir Rhyne College that is designed to improve the professional quality of cooperating teachers, aid the college in continuing a program in formative evaluation with the goal of improving designs for professional laboratory experiences, and enrich the student teacher's insight into his own growth experiences during student teaching. Initially, cooperating teachers, student teachers, and education department faculty meet for an orientation session. The second segment of the program is a series of three one-hour conferences between the college supervisor and the cooperating teacher in the public school setting, with one session involving the student teacher. These meetings are designed to balance time and topics with the goals of the program and the needs of the cooperating teacher. During the sixth week,

cooperating teachers visit college classes in their major academic areas while the student teacher substitutes in their classrooms. This segment of the program is designed to acquaint the cooperating teachers with recent changes in basic core course organization and curricular designs of academic majors. The final segment is a three-hour session on campus at the close of the semester. The first two hours are devoted to professional growth experience for the cooperating teacher. The student teachers are included in the final hour which is an evaluative seminar. During this time an evaluative instrument of the semantic differential-short answer type is completed.

*76. Palmer, Tunde, Donald Musella and Steve Lawton. Teacher Evaluation: Current Practices in Ontario. Toronto: Ontario Institute for Studies in Education, 1972. 47 p.

The focus of this study is directed primarily at an analysis of criteria used for the evaluation of teachers and at the identification of various practices and procedures employed in operationalizing the evaluation process. The study involved a questionnaire survey of all school districts in Ontario.

**77. Papolia, Anthony. Supervision of Student Teachers in Foreign Languages: A Practical Guide for Cooperating Teachers. Buffalo: State University of New York, 1974. 32 p. Available ERIC. ED 098 829.

This manual was written for cooperating teachers who plan to participate in the training of student teachers in foreign languages. It begins with a short questionnaire to be filled out by the cooperating teacher, designed to help the teacher decide how he or she actually feels about working with a student teacher. In the next section of the guide, suggestions are made concerning an orientation program for the student teacher, followed by a list of suggested activities for the first few weeks of the student teacher's working session. The sample student teacher observation sheet provided next is to be filled out daily by the cooperating teacher. A detailed checklist for evaluating the student teacher's personal characteristics, general teaching ability, foreign language ability, and professionalism is presented, followed by suggested criteria for making these evaluations. The guide concludes with an analysis of foreign language teacher competency requirements.

**78. Peck, Robert F., and Veldman, Donald J. Personal Characteristics Associated with Effective Teaching. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, 1973. 14 p. Available ERIC. ED 078 038.

Objective scores and judges ratings, both based on a complex personal assessment battery, were correlated with a pupil-gain criterion of teaching effectiveness and with a number of observationally derived measures of classroom teaching behavior. Twenty-seven primary teachers were studied who had demonstrated consistent patterns of pupil gain over the previous three years, varying substantially in the degree of gain achieved. The relationships of the assessment-based measures to the teaching effectiveness measures are described. In addition, the objective assessment scores and the judgmental ratings are compared in their predictive power.

**79. Perkins, Lawrence H. Competencies of Trade and Industrial Teachers: As Perceived by Teachers, Supervisors, School Administrators, and Teacher Educators. Tallahassee and Pensacolo: Florida State Advisory Council on Vocational and Technical Education and University of West Florida, 1975. 67 p. Available ERIC. ED 112 067.

The purposes of the study were: (1) to ascertain the professional competencies needed by trade and industrial teachers to be effective, as perceived by successful trade and industrial teachers, administrators, supervisors, and teacher educators; (2) to ascertain whether the teachers felt that they had the opportunity and instruction available to develop or acquire the competencies needed to teach effectively; and (3) to construct an instrument for administrators to evaluate trade and industrial teachers' performance. The 169 participants identified 164 competencies in rank order of importance; teachers, administrators, supervisors, and educators were in high agreement as to the necessary competencies and their order of importance. It was discovered that teachers have the greatest opportunity to develop or acquire those competencies to which they assigned highest ratings, while they have less opportunity to develop or acquire those competencies to which they assigned lowest ratings. The competencies were grouped into clusters of: (1) essential preservice competencies, (2) important inservice competencies, and (3) competencies to be developed when time permits. A five-page instrument for administrators and supervisors to use in rating the grade and industrial teachers' performance was developed and is included in the document. The findings of the study are presented in tables of data.

**80. Peters, Richard O. Classroom Observation Criteria and Techniques. 1976. 12 p. Available ERIC. ED 121 790.

Classroom observation is an integral part of teacher preparation. The observer must enter the classroom with a frame-of-reference: knowledge of the teacher's goals and objectives, awareness of the climate of the classroom, and knowledge of the discipline. Observation forms to objectively record classroom interaction, assess the learning climate, and to profile the teacher's role in the process can be used along with analysis of the student's academic performance to indicate the teacher's success in attaining goals and objectives. (A model for classroom observation which incorporates these and additional specific observational techniques is provided.)

81. Popham, W. James. Evaluating Instruction. Englewood Cliffs: Prentice-Hall, Inc., 1973. 15 p. ED 076 036. Not available ERIC.

This book consists of six self-instructional programs to be completed individually by the reader. Topics of the programs are: current conceptions of educational evaluation; modern measurement methods; instructional supervision; a criterion-referenced strategy; constructing teaching performance tests; using teaching performance tests; and alternative avenues to educational accountability. The latter includes personal, professional, and public accountability.

**82. _____. Alternative Teacher Assessment Strategies. 1973. 7 p. Available ERIC. ED 087 757.

This document, noting that teacher evaluation has now become a terror for teachers due to legislation such as the Stull Act, reviews the major assessment alternatives for teacher competence appraisal. The author discusses the use and merits of ratings, observations, and pupil test performance and finds them all to have fatal defects. He then describes as a final alternative the use of teacher performance tests, which he first advocated for use in the mid-sixties. The rationale behind this type of test is described as follows: since one of the major difficulties of comparing teachers for evaluation is that different teachers have different instructional emphasis, a teacher's ability to accomplish prespecified instructional objectives should be measured. The teaching performance test accomplishes this by providing an identical task for different instructors. Projects exploring this method are noted, but further experimentation is advocated.

**83. Potter, David, and others. The Relation of Student Achievement and Student Ratings of Teachers. Paper presented at Annual Meeting of American Educational Research Association, New Orleans, 1973. 2 p. Available ERIC. ED 090 139.

Two conflicting hypotheses are a) that students' ratings of teachers correlate with the students' achievement and b) that they do not. The latter hypothesis is difficult to test under ordinary classroom conditions because of differences in subjects taught and other factors. This defect in design was remedied by randomly assigning 12 English teachers and 12 social studies teachers to classes to which 20 students had been randomly assigned. Each teacher taught the same 2-week course in his own subject area. Students' achievement was measured at the end of the course; all students rated their teachers. A modest relation was found between achievement and ratings in both English and social studies classes. A strong relation between aptitude and achievement is associated with a weak one between achievement and rating.

**84. Predicting Success in Teaching. Appleton: Fox Valley Technical Institution, 1971. 58 p. Available ERIC. ED 077 913.

This is a report on a pilot program in predicting success in teaching conducted at Fox Valley technical Institute. The goals of the program are listed as follows: a) to write a philosophy, objectives, and systematic plan for a pilot program of evaluation; b) to select a personality measurement instrument and an instructor rating scale (for supervisors and students); c) to conduct an in-service program for supervisors dealing with the administration of the rating scale; d) as an ultimate goal, to determine whether predicting teacher success is possible through these means; and e) if nothing else, to collect data to supporting hiring decisions. Findings are included in the text; and scales, tables, and a bibliography are placed as appendixes.

85. Redfern, Goerge B. How to Evaluate Teaching, A Performance Objectives Approach. Worthington: School Management Institution, Inc., 1972. 112 p. ED 077 124. Not available ERIC.

This book is concerned with the objectives of teacher evaluation, the materials and tools of evaluation, and the utilization of evaluation outcomes. The principal's attitude toward and his vital role in the evaluation process is discussed, and one chapter contains the approach for the performance evaluation of administrators.

**86. Robinson, H. Alan. Teaching Effectiveness and the Language Arts. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973. 10 p. Available ERIC. ED 075 775.

This paper explores criteria for judging teaching effectiveness in the language arts. The author argues that a number of studies have been concerned with viewing pupil-teacher interaction during instruction, but few have focused on this interaction during the teaching and learning of specific language arts lessons. There is a need for establishing relationships between interaction and pupil success. The author praises a recent study by Frizzi, utilizing and interrelating Mitzel's three classifications for criteria of teaching effectiveness (product -- measure of student growth; process -- social interaction of pupils and teachers; presage -- such predictors as teacher traits and successes on paper and pencil tests, etc.). It is concluded that observation of specific teacher-student interactions during specific types of language arts lessons with some measure of achievement administered may be more useful for viewing teacher effectiveness in the language arts than vague evaluations undertaken in the past.

**87. Rosen, Pamela, Ed. Assessment of Teachers. Princeton: Educational Testing Service, 1973. 11 p. Available ERIC. ED 083 322.

This 53-item test bibliography lists a variety of currently available measures which may be used to assess teachers. Among the devices described are: instruments which are completed by teachers and which provide an indication of their proficiency in or knowledge of both general and specific areas in education; self report attitudinal measures for teachers; instruments which are completed by students and which may indicate their attitudes toward and/or evaluations of a particular teacher or classroom situation which is dependent upon the teacher; and observational devices that may be used to consider such factors as the teacher's competency, teaching style, characteristics and/or interaction with pupils. Information was obtained from the holdings and references of the Educational Testing Service Test Collection.

**88. Roth, Robert A., and Peggy Mahoney. Teacher Competencies and Assessment Techniques. Paper presented at Annual Meeting of American Educational Research Association, Washington, 1975. 50 p. Available ERIC. ED 104 838.

This document analyzes assessment problems related to teacher competencies and synthesizes diverse opinions on a variety of assessment concerns found in educational literature. Part one reviews the nature of competency statements and their implications for assessment. Part two discusses various viewpoints on how competencies should be written. Part three presents an analysis of literature dealing with the problems and implications of assessment of competencies and offers six attributes for discriminating among criterion measures. Part four discusses the assessment of knowledge competencies including mediated stimulus-response techniques. Part five suggests a rationale for considering teacher outputs as a measureable competency and as a bridge for connecting teacher behavior with learner outcomes. Part six discusses teacher evaluation which is based on pupil learning. Part seven focuses on consequence objectives which require the teacher trainee to produce changes in students. Part eight suggests a way of assessing experiences. The study concludes with a summary and a list of references.

**89. Rothberg, Carole, and C.K. Wilcox. The Effects of Pre-Service Participation upon Performance in Student Teaching. 1974. 6 p. Available ERIC. ED 100 814.

A pilot study was conducted to determine if a program providing early classroom teaching contacts for undergraduate students leads to graduates who are better prepared. It was hypothesized that participants in a preservice program would be judged more favorably in terms of general performance than would past students who had not had such an experience. Classroom supervisors of these individuals were asked to evaluate them in comparison to other student teachers from Western Illinois University that they had supervised. Fifteen supervisors were mailed questionnaires, which made no mention of the student's preservice experience, and were asked to rate the student teacher "weaker than," "same as," of "better than" previous student teachers. Results indicated that preservice programs favorably affected performance in student teaching. Some positive characteristics of the students with preservice training included a greater speed of adjustment to the classroom routine and stronger classroom management and leadership skills. In conclusion, student teachers who had participated in a preservice program were judged significantly better than past student teachers on 7 out of 17 items, which supports the intuition that a preservice program can lead to a better-equipped graduate.

*90. Sandefur, J.T. An Illustrated Model for the Evaluation of Teacher Education Graduates. Washington D.C.: American Association of Colleges for Teacher Education, 1970. 51 p. Available ERIC. ED 080 485.

Following the acceptance and implementation of the new National Standards for Accreditation of Teacher Education, the American Association of Colleges for Teacher Education prepared this model for evaluating teacher education graduates as an aid to education institutions. The paper briefly reviews research on teachers and evaluation and places the research into three thematic clusters: teaching methodology, effective climate of the classroom, and characteristics of teachers. On the basis of generalizations drawn from this research, the model suggests that the proposed evaluative data can be derived from four sources: career line data (systematic collection of data on wastage from teaching, promotions, advanced degrees, writing, and research); direct classroom observations (two suggested systems: the Classroom Observation Record and a 14-category modification of the Flanders system and Hough variation of interaction analysis); student, peer, and supervisor ratings (for example, the Student Evaluation of Teaching developed by Heldman and Peck); and standarized measures. The document closes with recommendations for utlizing the model and a discussion of the cost.

*91. Schalock, H.D., B.Y. Kersh and J.H. Garrison. From Commitment to Practice: the Oregon College of Education Elementary Education Program. Washington: American Association of Colleges for Teacher Education, 1976. 132 p.

A description of the competency-based program at Oregon College of Education. Includes description of assessment procedures. An interesting feature of the program is its orientation toward research into the measurement of pupil learning outcomes and teacher effectiveness.

92. Scott, N.W. The Classroom Performance of Education Students in Practice Teaching and Internship as Observed by Classroom Teachers and College Personnel. University of Saskatchewan, January, 1974.

**93. Seager, G. Bradley, Jr. Evaluation of a Diagnostic Instrument of Supervision. Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1971. 16 p. Available ERIC. ED 052 222.

Instructional supervision is regarded as a resource to be managed by teachers for the improvement of instruction. Major problems in research on teaching effectiveness -- operational definition of teaching effectiveness; systematic description and observation of teaching behavior; and systematic modification of teaching behavior in specified directions -- are discussed. The Diagnostic Instrument of Supervision (DIOS), which employs student responses, is designed to identify strengths and weaknesses in the classroom to facilitate instructional improvement. Its development and evaluation are described. It is concluded that while teachers and supervisors use DIOS results in their planning, they have difficulty effecting changes which provide more favorable student responses. The instrument, item scores, and a report to the teacher which presents and explains DIOS results are included.

**94. Self-Evaluation in Student Teaching. Greenville: University of East Carolina, 1973. 11 p. Available ERIC. ED 085 393.

The Elementary Education Department at East Carolina University, in cooperation with the public schools in the area, has developed a program that involves videotaping approximately 60 student teachers located throughout eastern North Carolina. The taping was made possible through close coordination of university supervisors, public school personnel, and a technical assistant. The first phase of the program allowed the student teachers to be taped once during the quarter by the technical assistant. A second phase of the program calls for the student teachers to tape themselves and make these tapes available to their university supervisors and supervising teachers for evaluative purposes. As part of phase two, student teachers will tape themselves more than once during the quarter. It is felt that additional tapings will enhance the meaning of this self-evaluative technique by allowing the student teacher to view his progress. Prospective student teachers will learn the basic of operating videotape equipment during undergraduate methods courses and microteaching sessions. Equipment used in the second phase is made available to the school where the teacher is assigned.

**95. Shapiro, Bernard J., and Shapiro, Phyllis P. The Relationship Between Satisfaction and Performance in Student Teaching. 1971. 14 p. Available ERIC. ED 056 997.

The present study explored the relationship between student teacher satisfaction with the classroom internship and the assessment of the student teacher's classroom performance by the master teacher. Subjects were 50 college women randomly selected from seniors enrolled in the teacher education program of a 4-year Catholic liberal arts college. Following the subjects' 6-week experience in an elementary public school, each of the 50 master teachers was asked to rate her student teacher's overall classroom performance as either unsatisfactory, marginal, below average, average, above average, or outstanding. Each of the student teachers was asked to respond to a 32-item questionnaire developed by Ostrecher and Aikman to measure the degree of satisfaction with the student teaching experience. Results showed that those student teachers seen as either "outstanding" or "unsatisfactory" by their master teachers are the least satisfied, while higher levels of satisfaction are characteristic of student teachers in the "average" ranges. Further, item analyses revealed that although the high performing and low performing student teachers are about equally dissatisfied with their experience, the basis for each group's dissatisfaction is not the same. It is suggested that student teaching programs should be more individualized with respect to length of experience and degree of responsibility.

**96. Sherman, Thomas M. Formative Student Evaluation of Instruction. TM Report 46. Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement and Evaluation, Educational Testing Service, 1975. 15 p. Available ERIC. ED 117 199.

Current practices and controversial issues pertaining to student evaluation of instruction are briefly reviewed and followed by a discussion of the application of formative evaluation to this endeavor. Two reasons are generally given for conducting teacher evaluations by students: identification of good teachers and instructional improvement. Summative evaluation appears to provide the identification but does not appear to improve instruction. The use of summative evaluation alone ignores the dynamic and process characteristics of teaching and makes teaching seem to be a static product which is unchanging and unidimensional. A formative approach appears best suited to provide information on improving instruction and should meet these three criteria: (1) it should be specific to a lesson, objective, or teaching behavior; (2) it should be conducted frequently; and (3) it should yield information which may foster

the improvement of instruction during the teaching process. Such evaluation must be an integral part of the teaching process. In this way a closed feedback loop is created wherein information may be continually recycled. Formative evaluation should be embedded in a series of comprehensive and systematic procedures designed to evaluate instructional quality. Using formative evaluation by students effectively and in concert with other forms and sources of information should help teachers answer many questions about their teaching effectiveness and ultimately result in teaching improvement.

97. Short, N.J. Checklist of Terms and Names Pertinent to Assessment and Remediation of Learning Difficulties for Teacher Training Participants only. Minneapolis: Minneapolis Public Schools, 1971. 3 p. ED 060 033. Not available from ERIC.

This 46-item teacher rating form assesses the respondent's knowledge of basic concepts and teaching techniques related to the education of learning disabled children. The respondents are asked to rate their personal understanding of these terms along a five-point scale, ranging from excellent understanding (complete familiarity) to poor understanding (unfamiliarity).

**98. Snider, Sarah J., and William L. Butefish. Student Teaching Behaviors Identified by a National Jury as Indicators of Success in Sixteen Competency Areas. Paper presented at Association of Teacher Educators Conference, St. Louis, Missouri, February 4-7, 1976. 23 p. Available ERIC. ED 120 127.

This study identified specific student teacher behaviors which could indicate success in 16 teaching competency areas. Part 1 of the study, completed by student teaching supervisors, resulted in the identification of the student teaching behaviors considered to be indications of success in each of the 16 competency areas. Part 2 resulted in the identification of primary and secondary behaviors selected according to mean and modal ratings of the behaviors compiled in part 1. The behaviors identified were included under the following 16 competency areas: (1) open and flexible teaching personality, (2) proper perspective of teaching-learning situations, (3) adequate health and vitality, (4) effective voice and speech patterns, (5) ability to work cooperatively with other staff members, (6) ability to profit from feedback, (7) maturity of judgment and ability to make realistic decisions, (8) command of subject matter, (9) competence in preparing effectively for lessons, (10) competence in classroom management, (11) competence in

performing a variety of critical teaching tasks, (12) competence in evaluation of students, (13) competence in motivating learners, (14) fair and just attitude in dealing with students, (15) competence in the clinical approach to misbehavior, and (16) commitment to student teaching.

**99. So ... You Are Getting a Student Teacher! A Handbook of Practical Suggestions for Cooperating Teachers. Baltimore: Maryland State Department of Education, 1974. 33 p. Available ERIC. ED 096 279.

This guide is directed toward the needs of supervising teachers and focuses on the role of the cooperating teacher. Part one, "Getting Ready for the Student Teacher," discusses conducting the initial student teacher visit and preparing for the student teacher's arrival by preparing the class, making notes for early conferences, considering the parents, studying the student teacher's background, and collecting materials.

Part two, "Developing Competence in Planning and Teaching," discusses developing activities to help the student teacher begin teaching, planning for teaching, conferring with the student teacher, and relating to the college and the college supervisor. Part three, "Assessing and Guiding the Student Teacher's Performance," discusses resolving problems and assessing the student teacher through classroom observational systems and other techniques. Two appendixes and a 15-item bibliography are included.

**100. Stewart, Michael O., and Schmeidler, John. Attainment of Behavioral Objectives by Teacher Education Graduates. Hays: Office of Institutional Research, 1972. 19 p. Available ERIC. ED 087 764.

The performance of the graduates of the Fort Hays Kansas State College's teacher education program was evaluated by their employers to determine the adequacy of the college's elementary and secondary education programs. The Kansas State Department of Education developed two questionnaires, one consisting of 16 performance-related items for rating elementary school teachers and the other consisting of 12 items for

rating secondary school teachers. Using a four-point scale, principals, supervisors, or district heads completed questionnaires for 39 secondary school teachers and 21 elementary school teachers. The responses indicate that a) secondary school teachers attained a mean score of 35.87 out of a possible 48; b) elementary school teachers attained a mean of 44.14 out of possible 64; c) 92.1% of secondary school teachers were recommended for employment; and d) 95.3% of elementary school teachers were recommended for employment. It appears then that the products of Fort Hays State College's teacher education program are well prepared in relation to their peers. However, the smallness of the sample limits the study, and findings should be considered tentative until they are validated. Further research suggestions include a) a replication of this study with a sample from the three state colleges in Kansas and b) a combined teacher-employer study in which evaluations of teachers are compared with those of their employers.

**101. Swartz, Ned K. Divergent Perception of Teaching Effectiveness by Different Groups of Raters. Paper presented by Annual Meeting of National Council on Measurement in Education, Washington, 1974. 17 p. Available ERIC. ED 104 959.

A mail survey was conducted to study the differences among group ratings of the same instructor. A population of 72 teachers of differing background levels, teaching in the field of trade and industrial education, was selected. Each instructor was rated by one school administrator, a local supervisor, two teaching colleagues, all of the students enrolled in one of the classes of the instructor, and a self evaluation. Four different evaluation instruments were developed for the study; 15 items were common to all four instruments and these were used in the analysis. Significant differences were found in the performance rating evaluations of all four groups. Statistical data from the study is included.

*102. Teacher Evaluation. Bibliographies in Education No. 29. Ottawa: Canadian Teachers' Federation, 1972. 27 p. Available ERIC. ED 069 607.

This bibliography, prepared by the Canadian Teachers' Federation, presents documents covering a 5-year period concerning teacher evaluation. One hundred twenty-seven books, 193 articles, and 29 theses are listed. An introductory statement indicates sources consulted and where the document may be obtained.

*103. Teacher Evaluation. Bibliographies in Education No. 52. Ottawa: Canadian Teachers' Federation, 1975. 26 p.

Lists 150 books and reports, 209 articles and 11 theses which have appeared since the first bibliography on this topic (No. 29) was published.

**104. Teacher Evaluation: Interface on Learning. Columbus, Ohio: Educational Association, Printing and Mailing Division, 1970. 182 p. Available ERIC. ED 057 008.

This document contains papers from a variety of sources related to the topic of teacher evaluation. Following a brief introduction, chapter two provides a definition of evaluation. Chapter three outlines some current problems in appraisal and suggests a new approach. Chapter four contains four models of appraisal procedure: classroom observations, rating scales, the Redfern Model, and the Battelle Self Appraisal Instrument. Chapter five is a review of research on teacher appraisal and teaching effectiveness. Chapter six is concerned with the analysis of research findings. Chapter seven is the official position paper of the Ohio Education Association on teacher evaluation. Chapter eight contains 17 specific suggestions for improving the ability of the individual to perform his assigned responsibilities. Chapter nine gives the teacher evaluation position of the New Jersey Education Association. Chapter 10 lists guidelines developed by the St. Louis Suburban Teachers Association. Chapter 11 includes a selected list of systems and resources on the evaluation of instruction and of educators. Chapter 12 contains the instruments for the evaluation program of the Akron Public Schools and Chapter 13 the program for the Toledo Public Schools. Chapter 14 lists examples of position descriptions, Chapter 15 contains material for administrative and supervisory evaluation, and Chapter 16 gives the fair dismisal standards of NEA.

**105. Throne, John M. Inappropriateness of Inferential and Insufficiency of Descriptive Statistics in Educational Evaluation: The Problem and a Solution. Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1971. 17 p. Available ERIC. ED 050 019.

This paper argues that to be appropriate the evaluation of teaching must occur under circumstances entirely free of the limitations which inferential statistics necessarily impose on teaching. Regardless of whether the statistical, design, and treatment assumptions required for the valid use of inferential statistics in education are met, inferential statistical

analysis is still functionally inappropriate. Descriptive statistical analysis, often recommended as an alternative, is also insufficient for evaluating teaching effectiveness. Interpretations or predictions based on descriptive or inferential statistical findings are based on presumed relationships between phenomenal variables which the statistical findings apparently -- but only apparently -- reflect. It is suggested that a viable replacement consists of functional analysis of behavior strategy based on operant conditioning. This method is precisely tailored for the moment-to-moment manipulation required by educational practice.

*106. Travers, Robert M.W. Second Handbook of Research on Teaching. Sponsored by American Educational Research Association. Educational Research Association. Chicago: Rand McNally and Company, 1973. 1400 p.

The Handbook provides an extensive review of available knowledge that has implications for teaching. It also reviews new ideas that are being explored in this broad area. Includes a chapter by Barak Rosenshine and Norma Furst which criticizes current approaches to the use of direct observation to study teaching. Also includes a chapter by John McNeil and James Popham on the assessment of teacher competence.

**107. Veldman, Donald J. Comprehensive Personal Assessment System for Teacher Education Programs. 26 p. Available ERIC. ED 078 089.

A teacher assessment system is presented which holds that there is no ideal teacher and that to maximize the potential of an individual during a teacher education program, each candidate must be known as a unique person. This system has the following characteristics: (1) design for administration through a central office, and (2) need for a psychologist as director. Data files will be maintained in a central locked office, with restricted access. Initial assessment of the teacher will take into account the following factors: (1) vision, hearing and speech, (2) academic ability, (3) academic performance, (4) adjective self description (ASD), (5) self-report inventory (SRI), (6) one-word sentence completion (OWSC), (7) directed imagination (DI), (8) biographical information (BIO), and (9) concerns of teachers. Final assessment covers the following: (1) teacher evaluation form (TEF), (2) student evaluation of teacher (SET), and (3) exit interview form. The primary purpose of the entire system is the enhancement of the value of the teacher education experience to the individual students who go through the program. Other aspects of the system include services to students, retention/termination

decisions, services to faculty and administration, and adjunctive research oriented procedures.

**108. Veldman, Donald J. Pupil Evaluation of Student Teachers and Their Supervisors. Austin: University of Texas, 1969. 6 p. Available ERIC. ED 051 138.

This report is the first completed study from a larger project called Teacher Aides in a Secondary School. Pupils in 55 seventh-grade public school classes completed the Pupil Observation Survey Report (POSR) twice -- once to describe their student teacher and once to describe the regular (cooperating-supervising) teacher. All teachers involved were female. Analyses of variance of the six factor dimensions of the POSR indicated that the student teachers were seen as more friendly, cheerful, lively, interesting, and directive, but as less poised, knowledgeable, and firmly controlling than their supervisors. The difference in general evaluation of the two groups was not significant. Correlations between the POSR scores of the student teachers and their supervisors were significant only for the factors called Non-Directive (r-.57) and Firm Control (r-29). These results are consistent with the hypothesis that the regular teachers "set" the classroom atmoshphere and activity structure before the student teacher arrives on the scene to handle the class by herself. The findings are relevant to any research employing pupil evaluation of teacher behavior and support the validity of the POSR as a specific tool for such measurement.

**109. Veldman, Donald J. Student Evaluation of Teaching. Austin: University of Texas, 1970. 17 p. Available ERIC. ED 055 979.

On the basis of previous research with the 38 - item Pupil Observation Survey (POSR), used for evaluation of student teachers by their pupils, two central items for each of the five POSR factors were selected and reworded slightly for a new instrument. Named the Student Evaluation of Teaching (SET), the instrument was simulated for old POSR item data and the factor structure was reconfirmed. A FORTRAN routine for scoring the instrument is provided, as well as an example of output from another computer program which generates verbal summary reports from class-grouped data. A copy of the SET instrument is also included. Interpretation of SET profiles is discussed briefly. It is suggested that feedback of SET results is most effective in a context where both the student teacher

and her supervisor study the profile of scores and discuss its implications.

**110. Veldman, Donald J., and Brophy, Jere E. Measuring Teacher Effect on Pupil Achievement. Paper presented at a symposium of Annual Meeting of the American Educational Research Association, New Orleans, 1973. 7 p. Available ERIC. ED 076 708.

Four successive years of Metropolitan Achievement Test scores of all second- and third-grade pupils in a large Southwestern urban school system were used to compute mean residual gain scores for 170 teachers who taught during the three focal years. Alternate regression models were compared for precision in estimating the magnitude and consistency of teacher influence on pupil achievement. Consistency was examined across MAT subtests, pupil sex, and the three focal school years. Thirty-one of the most consistent teachers were intensively studied with self-report instruments and classroom observations.

**111. Verner, Zenobia Brown (ed.). Indicators of Competence for Secondary Student Teachers at the University of Houston (Main Campus). 1975. 25 p. Available ERIC. ED 111 797.

This report defines 16 designated program competencies of the University of Houston's competency based teacher preparation program and then lists the indicators of each competency. The indicators are separated into three categories, which include (1) behavior of student teachers before or after class, (2) behavior of student teachers during class, and (3) behavior of students during class. The identification of indicators was deemed necessary to ensure that the teacher preparation program was competency based.

**112. Warner, Allen R. (comp.). The Selection and Training of Supervising Teachers: A Bibliography. Pierre: South Dakota State. Department of Public Instruction, 1967. 199 p. Available ERIC. ED 076 593.

This is a selected unannotated bibliography of material on the selection and training of cooperating (or supervising) teachers. A main criterion of the selectivity of this bibliography was recency of materials. The bibliography is divided into sections of commercially published works, ATE publications, periodical articles, doctoral dissertations, and workshop training kits.

113. Washington, Eva. Expert Teacher Action Program. California: Fearon Publishers / Lear Siegler Inc., 1971. 18 p. ED 065 451. Not Available ERIC.

The expert teacher action program is to improve classroom teaching performance. The program has been tested in workshop sessions involving more than 1,200 educators representing 50 school districts. A set of standards, consisting of 25 variables, lead to the definition of expert teaching. Each variable deals with a major aspect of the duties of the professional teacher. The book details procedures for becoming a skilled observer of classroom actions and conditions. It then explores methods of evaluating observations on the basis of the variables. School administrators who have participated in the program have gained new awareness of the performance of the expert teacher enabling them to give greater support to the classroom teacher. Student teachers are given the opportunity to differentiate between the degrees of importance of classroom actions. The program also includes a self-evaluation guide for teachers. Teachers and administrators who have participated in the program have developed a high degree of proficiency in evaluating classroom actions. More significantly, they have increased their proficiency in self-evaluation, which is invaluable to the professional growth of a career teacher. Appendixes contain detailed material used in the program, including the self-training program for in-service teachers, film observation practice score sheet, and classroom observation practice score sheet.

B. Articles

114. Abraham, Michael R., and Dorothy M. Schlitt. Verbal interaction: a means for self-evaluation. School Sci and Maths 73:678-686 Nov'73. EJ 090 065.

Describes and explains an instrument (SATIC) developed at Florida State University which allows teachers to make an objective self-evaluation regarding verbal behavior. The instrument is designed to measure the type and amount of verbal behavior exhibited by a teacher during a lesson.

115. Anders-Richards, Donald. Teaching practice; assessment procedures. Ed for Teaching no. 88: 53-54 Summer '72.

*116. Andreyka, Robert, and Blank, Bill. A checklist for the evaluation of competency based teacher education programs. Educational Technology 16:34-37, January 1976.

As more and more institutions and districts develop competency based teacher education programs, the need arises for a means of formative evaluation to ensure program quality. This article describes an instrument which would fulfill this need.

*117. Arnstein, Robert. Trial by Jury: a new evaluation method. II. The outcome. Phi Delta Kappan 57:188-190 November 1975.

The Indiana University experience should not be taken as "proof" that the judicial evaluation approach works or does not. The evidence is that this type of adversary proceeding needs improvement, that it holds great promise, and that the next attempt should tell us more.

119. Aren, Samuel D., and others. What happens to marginal student teachers? Improving College and University Teaching 19:129-31 Spr'71. EJ 042 345.

120. Babin, Patrick. Supervisors look at themselves. Instr'l Dev 2:1,3,6 Nov'70. EJ 028 263.

Describes an institute which trained supervising teachers in techniques of evaluating teaching.

121. Barsalou, Judith M. Student Evaluation of staff in secondary schools. NASSP Bulletin 58:10-14 Feb'74. EJ 090 652.

Article explores several questions about the value of student evaluation of teachers, and describes one school's experience with student evaluation.

*122. Bassin, William M. A note on the biases in students' evaluations of instructors. Journal of Experimental Education 43:16-17. Fall 1974.

This article demonstrates that a significant pattern of bias is discernible in students' evaluation of instructors. Low grades and a high level of quantitative content lead to low evaluation scores, and vise versa. Although the R^2 values for the regression coefficients are low (about 10 percent), the average impact of grades and quantitive orientation on instructor's percentile rankings is material.

123. Bennie, William A., and Patricia Ann Graham. In-service education of the supervising teacher. Contemporary Ed 43:295-97 May'71. EJ 039 558.

Results of a survey of in-service programs offered by schools of education.

124. Boeck, Marjorie A., and Clarence H. Boeck. Pupil rating of preservice science teachers. Sci Ed 56:557-562 Oct-Dec'72. EJ 069 721.

Describes grade 7 and 8 pupil evaluation of 1970 and 1971 junior microteachers in terms of their personality, relationships to pupils, teaching procedures and classroom control. Indicates that pupils' critiques found acceptance with student teachers and college supervisors.

125. Bolen, John E. The dilemma in evaluating instruction. Nat'l Elem Principal 52:72-75 Feb'73. EJ 077 769.

Discusses the three vital factors upon which information derived from an evaluation instrument depends: (1) the criteria by which teaching performance is judged, (2) the reliability and validity of the acquired data, and (3) the comparison of the evidence against the criteria.

*126. Brayne, R.C., and C.C. Wood. Faculty concensus: is it necessary? Man J Ed 7:31-41 Je'72.

127. Breiter, Joan Catherine. Measured self-actualization and student teacher effectiveness. Improving College and Univ Tchg 23:16-18 W'75. EJ 112 828.

Discusses whether a healthful personality is a necessity for a teacher to be effective.

128. Britton, R.J., and G.O.M. Leith. An experimental evaluation of the effects of microteaching on teaching performance. Aspects of Ed'l Technology 6:262-8 1972.

Performance measured during first school practice.

129. Broudy, H.D., and William K. Applegate. J Amer Assoc of Teacher Educators in Agriculture 16:1-7 Nov'75. EJ 125 447.

130. Brown, William R. Checklist for assessment of science teachers and its use in a science preservice teacher education project. J Res in Sci Teaching 10,3:243-249 1973. EJ 086 702.

Describes the development of two forms of the Checklist for Assessment of Science Teachers

and their application to preservice teachers. Reveals that differences in classroom activities and student-teacher relationships are found between the treatment and nontreatment teacher groups, but not in teacher personal adjustment.

*131. Bryson, Rebecca. Teacher evaluations and student learning: a re-examination. J Ed Res 68:12-4 Sept'74. EJ 106 603.

This article describes a study conducted to reexamine the question of the relationship between teaching skill as evaluated by college students and teaching skill as evidenced by how much the instructor's students learn.

132. Buethe, Chris, and Timothy Pettibone. Evaluating student teacher behavior -- three views. Teacher Educator 9:36-40 Aut'73. EJ 088 708.

Three groups (student teachers, students, and supervising teachers) were involved in an experiment that sought to answer the question, do student teachers see themselves as others see them?

133. Burgess, William V. The competencies student teachers say they need. Calif J Teach Ed 2:1-4 Win'75. EJ 125 051.

134. Burnside, Houston, M. Evaluating student teachers objectively. Instructor 84:166, 168-70 Oct'74. EJ 102 116.

Article provides guidelines for supervising teachers or supervisors to keep in mind when evaluating a student teacher.

135. Bushman, John H. Are teachers playing "statue" in the classroom? NASSP Bulletin 58:25-37 Dec'74. EJ 106 950.

Principals, this author says, must allow teachers to appraise themselves. Introducing teachers to observation systems and inviting them to participate will give them the impetus to improve their teaching through increased self-knowledge.

136. Butcher, Russell H., and Richard A. Heaps. Predicting student teacher effectiveness. J Student Personnel Assoc for Teacher Ed 12:82-86 Mar'74. EJ 094 368.

Examines the relationship between evaluations of four pretraining screening activities designed to approximate behaviors teachers are likely to perform and supervisor ratings of student teacher effectiveness.

137. Byers, Charles, and Harold Binkley. The role of conferencing in developing a competent student teacher. Agricultural Ed Mag 48:116-7 Nov'75. EJ 125 502.

*138. Caldwell, Bruce G. Differentiated staffing and collegial evaluation. Ed'l Tech 11:7 Jun'71. EJ 042 335.

The author lists general characteristics of an approach to evaluating teaching staff which emphasizes improving teachers' performance rather than criticizing their mistakes.

139. Carr, Glenna Dodson. Video recordings of practice teachers. J Bus Ed 50:159-60 Jan'75. EJ 110 537.

140. Chaney, Lillian Hunt. A rating instrument for evaluating student teachers of skill subjects in business. Delta Pi Epsilon J 17:30-7 Aug'75. EJ 123 785.

141. Chapman, L. John. Assessment and evaluation in teacher training. Dudley Ed'l J 1:47-52 Spring'72.

Assessment of teaching practice.

*142. Cheong, George S.C. Predicting practice teaching performance from experimentalism and dogmatism ratings. Manitoba Journal of Education 7:31-35 November 1971.

A review of the literature indicates that though Rokeach's Dogmatism Scale (1960) or the D Scale and Brown's Experimentalism Scale (1968a) or the X Scale have been repeatedly used since their appearance, they have not been used to predict teaching performance. Therefore, the purpose of his study was to investigate the relation between the degree of experimental attitude, dogmatic attitude, and practice teaching performance. The hypotheses of this study were: (a) There is a positive correlation between experimental attitude and teaching performance. (b) There is a negative relation between dogmatic attitude and teaching performance.

143. Chiu, Lian-Hwang. Influence of student teaching on perceived teaching competence. Perceptual and Motor Skills 40:872-74 June'75. EJ 125 728.

Concludes that as a group, student teachers' perceptions of their teaching effectiveness agreed with that of cooperating teachers.

144. Clawson, Barbara N., and M. Marguerite Scruggs. Performance and attitude of student teachers as affected by two grading systems. Home Ec Res J 3:103-13 Dec'74. EJ 112 086.

Findings of a study conducted at Iowa State University. Ames, indicated student subjects were not affected by the use of pass-fail grading, and the student teachers were less anxious and more positive about their relationship with their cooperating teachers under pass-fail than under A-F grading.

*145. Copeland, Willis D. The relationship between microteaching and student teacher classroom performance. The Journal of Educational Research 68:289-293 April 1975.

The assumption that laboratory training in specific teaching skills is directly related to classroom performance was tested for a sample of 32 elementary student teachers. Eight to 20 weeks after laboratory training of experimental groups and testing to verify initial traning effect, samples of teaching performance of all Ss were recorded in the student teaching classrooms. These recordings were coded for exhibition of target skills by application of a low-inference category instrument which yielded scores representing rates of occurrence of the target skills by the experimental and control groups revealed no significant differences. These results are discussed in terms of the possible causes of such a lack of significant relationships between groups.

*146. Cortis, Gerald A., and A. Joan Dean. Teaching skills of probationary primary teachers -- a follow-up survey. Ed'l Res 14:200-3 Jun'72. EJ 061 838.

One hundred and nineteen probationary teachers, the subject of an earlier survey, were assessed by their head teachers after one year of teaching. The implications of the findings are discussed in terms of present practice and future development.

147. Cross, W.K., and Y.D. Yore. Micro-teaching: one component in a system approach to training elementary teachers. ACIT News/Bul CATP 2:14-16 Ap'73.

*148. Davis, Sam, and Barbara Gross-Davis. Assessing teacher effectiveness based on student learning Cal J Ed Res 25:86-91 Sept'74. EJ 108 280.

An evaluation model based on Scriven (1972) is presented for assessing teacher effectiveness

in a beginning architecture design class using student learning gains.

*149. Denham, Carolyn H. Criterion-referenced, domain-referenced and norm-referenced measurement: a parallax view. Ed'l Technology 15:9-13 Dec'75.

Article discusses the three types of testing, their characteristics and degree of overlap. Suggestions for item selection are included.

150. Detzner, Daniel F. Teacher evaluation: a self-appraisal method. The General College Studies 11,1:1974-75. Available ERIC. ED 102 099.

In recent years there has been an increasing demand for accountability and evaluation of teachers. One nonthreatening method that might be used by teachers to evaluate and improve their classroom performance is self-appraisal. The experiment in this document uses the Teacher Self Appraisal (TSA) observation system which divides the teaching act into three categories: (a) methods, (b) objectives, and (c) expressions. By video taping classes and using these categories, it was hoped that the teacher would be able to recognize deficiencies and improve performance. Six tapings were made at two-week intervals, and after each session the tape was viewed and analyzed. Stops were made at 15 second intervals, and the teacher determined what was going on according to the above categories. The tape was then analyzed in terms of the teachers' goals for the class. In this particular case, the teacher was able to identify various deficiencies and problems after viewing the tapes. By the time the last tape was finished (and after much effort towards self-improvement on the part of the teacher) a definite improvement was obvious. (Appendixes describe the TSA observation system and contain a sample work sheet and results of the video taping.)

151. Dieter, Donn L. Biology teacher evaluation: factors significant in the process. J Res in Science Tchg 12:139-146 Apr'75. EJ 126 473.

Describes a study which investigated the criteria which judges use to assess biology teachers. Chi-square analysis of the answers on a questionnaire sent to judges of the Outstanding Biology Teacher Award program revealed that specific criteria exist

which are significant to competent judges. Also, various judges do value specific criteria differently, and this difference is related to the judge's specific occupational status.

152. Dimmitt, Norma M. Evaluation of sixth cycle teacher corps intern teaching competence. College of Ed Record 40:11-16 Nov'73. EJ 087 022.

This article details the procedures and results of the evaluation of intern teaching competence in the Teacher Corps Project, Sixth Cycle, originated in August 197[illegible].

*153. Doyle, Kenneth O., Jr., and Susan E. Whitely. Student ratings as criteria for effective teaching. Amer Ed Res J 11:259-74 Sum'74. EJ 108 432.

A rating instrument was administered to students in a multi-section beginning language course. "Across-" and "between-sections" data were studied. Results indicated that student ratings overlap with classroom achievement, yet possess a unique component.

*154. Doyle, Walter, and Olszewski, Ronald W. Colleague interaction and teacher performance. Education 95:276-279 Spring 1975.

Inservice education programs typically focus on individual development and ignore the environment in which teaching occurs. The paper analyses the colleague interaction network as a factor influencing teacher performance and as a target for staff development activities. A review of recent studies suggests that structural and attitudinal barriers restrict meaningful task-related colleage interaction among teachers. Research in open space and multiunit environments indicates, however, that it is possible to modify the amount and quality of colleague interaction in schools and that increased interaction does affect teaching practices.

*155. Drumheller, Sidney, J. Evaluating teachers through a jaundiced eye. Ed'l Techn 14:17-22 July'74. EJ 101 269.

Author argues that most teacher evaluations, because of their lack of essential information and evaluation skills, revert to criteria they think they can handle -- picking out the socially sophisticated "nice guy".

156. Duncan, David R., and Bonnie H. Litwiller. Guidelines for the evaluation of student teachers in mathematics. Sch Sci and Maths 72:430-432 My'72. EJ 057 452.

157. DuVall, Charles R., and James A. Yutzey. A program to train skilled supervisors of student teachers. Supervisors Q 6:24-27 Spr'71. EJ 037 774.

Describes program at Indiana University at South Bend.

158. DuVall, Charles R., and Wayne J. Krepel. The use of videotape recordings in the analysis of student teaching performance. Teacher Educator 7:12-16 F'71. EJ 048 735.

159. Dyer, Mary. Research developments. Amer Ed 10:38-9 Nov'74. EJ 105 248.

The aim of these NIE programs is to supply information about what teachers do that helps their students learn more and thus what skills prospective teachers should be taught in order to be effective.

160. Ediger, Marlow. Evaluation, open spaces, and the child. Social Studies J 4:35-6 Fall'75. EJ 126 931.

Guidelines for the evaluation of teachers and administrators in open space education are provided.

161. Edwards, Scott. A modest proposal for the evaluation of teaching. Liberal Ed 60:316-326 Oct'74. EJ 106 118.

It is suggested that the total faculty organize itself for systematic evaluation of the teacher by his peers.

162. Eggleston, James, and Mick Youngman. "High failure rates will persist until selection procedures are improved". Times Higher Ed Supl no. 197, 1 Aug'75, p.9.

A survey of performances of B ED students.

*163. Egnatoff, John G. A new look at evaluating teacher performance. Ed Canada 11:19-21 Dec'71. EJ 050 301.

Teacher performance evaluations should be teaching learning centered; planned and continuous; cooperatively designed and implemented.

*164. Elliott, Arthur. Predicting success in teaching. Alberta Journal of Educational Research 17:69-75 June 1971.

A random sample of 60 graduates of the Simon Fraser Professional Development Program was used to study predictors of success in professional teaching. The criterion variable "success" was defined as the level of teaching performance as rated on a five-point scale by supervisors in school systems. The predictor variables found to be most closely correlated with success were (1) the student teachers' grade in Education 405, a 16-week experience in the classroom; and (2) the students' matriculation (grade 12) average. By means of a step-wise regression analysis it was possible to develop a predictor equation. The multiple correlation coefficient between predictors and criterion after appropriately weighting the three best predictors was found to be 49.

165. Elliott, Velma L. Peer evaluation for teachers? why not? Elementary English 51:727-30 May'74. EJ 100 910.

Panels of teacher-selected classroom teachers should evaluate both faculty and administration performance.

*166. Elmore, Patricia B., and John T. Pohlmann. An automated instructor evaluation system. AEDS Journal 8:108-116 Sum'75. EJ 125 861.

167. English, Joseph C. The university supervisor of student teachers. Improving Coll and Univ Teaching 19:157-58 Spr'71. EJ 041 799.

*168. Esposito, James. Supervisor personality and task preference. The Journal of Experimental Education 42:17-20 Spring 1974.

The purpose of the study was to determine what relationships existed among the personality of instructional supervisors as reflected in a disbelief-belief and measured by the Rokeach Dogmatism Scale and the tasks they performed and preferred to perform. A survey questionnaire was employed as the research method and included a sample of 274 instructional supervisors. Data were analyzed through the use of one-way analysis of variance which yielded F statistics and t-tests which yielded t values in order to test the null hypotheses at the .05 level of confidence. The study revealed a significant difference with respect to the performance and preference of certain supervisory tasks by open and closed-minded supervisors.

*169. Fisher, Robert J. External examiners for final teaching practice in England. Education 92:54-6 Sept-Oct'71. EJ 045 809.

170. Fontana, D. What do we mean by a good teacher? Pages 72-7 in Research Forum on Teacher Education. Slough: National Foundation for Educational Research, 1972.

> Describe research to construct a rating scale to be used in assessment of teaching practice.

171. Foth, Dennis L. Evaluative devices as learning opportunities. Can J Higher Ed 5,1:65-72, '75. EJ 131 212.

> Thirty-three third and fourth-year university students reported their preferences for eight evaluative devices. The most preferred: a pool of options from which they could select two in addition to a final exam. Preparation for exams was considered a better learning opportunity than a research paper or similar assignment.

172. Friedrich, Gustav W., and William D. Brooks. The use of systematic observation instruments for the supervision of teaching. Speech Teacher 19:283-88 Nov'70. EJ 029 793.

> Includes a brief summary of numerous existing systematic observation schemes.

173. Gale, H.P. Teacher education: evaluating practical teaching in secondary schools. Paedagogica Europaea 8:132-7 1973.

174. Gallo, Donald R. Needed alterations in student teaching supervision. English Ed 3:103-09 W'72. EJ 053 843.

> Examines the problems encountered between student teachers, public school teachers, and the college supervisors. Suggests that more favorable relationships would result in more rewarding experiences for all.

*175. Goldberg, Gale, and Cathleen Kubiniec Mayerberg. Emotional reactions of students to nonverbal teacher behavior. J Exp Ed 42:29-32 F'73. EJ 090 549.

> Purpose of study was to determine how students evaluated the affective behavior of their teacher when that behavior reflected positive, neutral, and negative affect, respectively.

*176. Groh, L.D. Changing the role of the faculty consultant. Alberta Engl 14:24-7 Spring'74.

177. Gruen, Barbara, and Gregory Ball. Let's evaluate evaluation. School Counselor 21:228-229 Jan'74. EJ 092 450.

This paper calls for a reevaluation of the evaluation procedures of counselors-in-training. Specifically, it advocates making evaluation educational rather than judgmental.

178. Hardy, Clifford A. Student teaching and the pass-fail system of evaluation. College Student J 9:80-81 Feb-Mar'75. EJ 120 709.

Study was designed to measure student attitudes toward the pass-fail system of evaluation for the student teaching sequence. Questionnaire was administered to 158 student teachers and to 32 faculty members. Results of the chi-square analysis indicated that student and faculty attitudes were strongly positive.

179. Harste, Jerome C., and others. Toward validating reading teacher competencies. Teacher Education Forum 3,9: Mr 1975. Available ERIC. ED 109 654.

Two studies are reported which represent an attempt at operationalizing the first step of a seven-step strategy for validating reading-teacher competencies. That step is to develop a procedure whereby the profession might identify the components of reading maturity at various levels. The paper discusses and explores the following three assumptions which underlie the first step and on which the viability of the model depends: (1) agreement among groups of reading educators is possible; (2) pupil outcomes can be identified which are acceptable to reading educators; (3) once identified, these outcomes can be ordered as to their saliency at various reading levels. In the first study, 13 reading professors at a midwestern university were polled. Twelve pupil outcomes were generally accepted and ranked with the broad areas of attitude and comprehension considered most important to reading maturity as pupils exit from elementary school. When primary and intermediate reading teachers were polled, they too accepted the 12 pupil outcomes, were able to rank these outcomes, and were in general agreement within their subgroup. However, elementary teachers ranked decoding skills as most important.

*180. Heichberger, Robert L., and James M. Young Jr. Teacher perceptions of supervision and evaluation. Phi Delta Kappan 57:210 Nov'75. EJ 125 825.

Teachers acknowledge the need for supervision and evaluation in the schools, and they want to take part in developing or selecting evaluation instruments so they will be familiar with the criteria against which they are to be judged.

*181. Heitzmann, Wm. Ray, and Starpoli, Charles. Teacher characteristics and successful teaching. Education 95:298-300 Spring 1975.

Despite the fact that some researchers have despaired in their search to identify characteristics of successful teachers, these characteristics to exist. Several researchers have found two traits common among successful teachers -- "warmth" and "flexibility".

*182. Herbert, John, and Carol Attridge. A guide for developers and users of observation systems and manuals. Amer Ed Res J 12:1-20 Win'75. EJ 121 793.

A set of criteria was developed to assist users and developers of observation systems. Thirty-three criteria which observation systems should meet were identified and classified into three main types: identifying, validity and practicality.

183. Herold, William. Evaluating student teachers by means of teaching performance tests. French Review 48:1009-1012 My'75. EJ 117 687.

*184. Hinkemeyer, M. Thomas. Let's give competency based teacher education a chance. Ed'l Techn 15:23-25 Jul'75. EJ 121 184.

A discussion of the major criticisms leveled against competency Based Teacher Education, and attempt to show that CBTE is suffering no more than previously proposed innovations.

185. Howsam, Robert B. Current issues in evaluation. Nat'l Elementary Principal 52:12-17 Feb'73. EJ 077 760.

Argues that, if progress is to be made, educators must develop processes by which they redefine their own professional goals, identify their objectives, proceed toward them, and put into operation an evaluation system that is strongly formative in its effect.

186. Hughes, Thomas H., and John A. Dewar. A study of selected characteristics and behaviors of effective cooperating teachers. Illinois School Research 10:47-51 Feb'73. EJ 097 236.

Article investigated what really constitutes an effective cooperating teacher and what student teachers recognize as a good experience.

187. Hunter, Madeline. Piagetian theory applied to assessment of the teaching process. Calif J Teacher Ed 2:22-9 Oct'74. EJ 108 308.

This article describes an instrument based on a system of coordinates applicable to all teaching regardless of content, size of instructional group, organization of class or school, age and ability of the learner, or his past experience and ethnic derivation.

188. Is it true what they say about those new young teachers? Grade Teacher 89:52-5 Mar'72. EJ 055 858.

Older teachers make statements about new ones. The article shows the falsity or corroboration of these statements by citing empirical evidence.

189. Jelden, D.L. The educational portfolio: reform in teacher education. Man/Society/Technology 33:110-112 Jan'74. EJ 089 195.

To make up for the administrator's lack of information about a prospective teacher, an educational portfolio is recommended. It would be developed throughout the undergraduate years and contain sample items relating to teaching competencies and video tape.

190. Jones, Robert Kenneth. Some possible approaches to the role of the college supervisor with particular reference to the assessment and allocation of teaching grades. Human Relations 24:315-30 Aug'71.

*191. Jones, Wayne, Sommers, Paul A., and Joiner, Lee M. Three structures for teacher evaluation. Educational Technology 16:48-50 Feb'76.

In an attempt to develop a systematic procedure for dealing with the task of making appropriate and efficient decisions, this article suggests certain overall structures within which teacher evaluation can be carried out. The evaluation structures discussed in this paper include (1) a systems approach to evaluation, (2) a cost-efficiency analysis approach and (3) an experimental design approach.

192. Keegan, John J. Operating Salem's performance based staff evaluation system. Catalyst for Change 5:23-25 Feb'75. EJ 125 797.

*193. Keegan, John J. Performance based staff evaluation: a reality we must face. Ed'l Tech 15:35-37 Nov'75. EJ 128 062.

A discussion of how the Salem (Oregon) Public Schools are moving to an objective based teacher evaluation system.

194. Keillor, Jacqueline, and Maria Vera Corsini. The associate teacher and the student teacher: an opportunity for two people to meet and enrich each other. Can Mod Lang Rev 30:30-2 Oct'73. EJ 092 878.

Student teacher and associate teacher interact in a brief dialogue to develop greater understanding and rapport as a working team.

195. King, Ina. How do I look as a teacher? Teacher 92:45-7 My/Jn'75. EJ 120 358.

Article provided teachers with a system for measuring their interaction with their students.

196. Kuhn, Jeanette M. An investigation of the attitudes of college juniors toward video-taping the teaching act. Illinois School Research 8:34-8 Spr'72. EJ 058 917.

Video-taping the teaching act may provide a viable alternative for implementing evaluation programs during this age of accountability.

*197. Kult, Laurence E. Using teacher evaluations by students. The Clearing House 49:11-13 September 1975.

According to the author, this paper represents an attempt to offer a basic guide for implementing the concept of student evaluation of teachers. He feels that his concept is by no means entirely complete or thorough and teachers who use it should develop their own techniques in order to meet their own needs and those of their classes.

*198. Lamb, F.C. Limitations of personality testing as applied to college of education students. Ed Res 17:34-40 Nov'74.

An attempt to show an application for Study of Values or Minnesota Teacher Attitude Inventory in the selection of students for teacher training.

*199. Lange, Donald N. An application of social learning theory in affecting change in a group of student teachers using video modeling techniques. J Ed Res 65:151-4 Dec'71. EJ 050 785.

The study was conducted in order to determine the extent to which imitation can be used to educate student teachers. Results suggest application for teacher education.

200. Larson, Richard L. Some underlying premises of performance-based teacher education. English Ed 4:121-26 W'73. EJ 079 820.

*201. Lawton, Steve, Don Musella, and Tunde Palmer. Teacher evaluation: current practices and future directions. Orbit 16 4:20-22 February 1973.

The evaluation of teachers is one of the many responsibilities of Ontario boards of education that are being affected by changes currently taking place in the province. This article reviews the findings of a survey of the purposes, methods, and criteria of present day teacher evaluation and considers the problems that evaluations will face in the near future.

202. Lemlech, Johanna. Checklist of teaching competence in social studies. Calif Council for Social Studies Rev 11:3:30-31, '72. EJ 062 644.

A tool to assess teaching competence includes questions on Social Sciences, Analysis of Classroom Needs, Program Design, Methods to Teach and Methods to Evaluate.

*203. Levine, Martin G., and Vicki F. Sharp. Use of teaching performance tests to validate the effectiveness of a performance based program of teacher education. Ed Techn 15:40-42 Mar'75. EJ 115 310.

*204. Levinthal, Charles F., and Lansky, Leonard M. Student evaluation of teacher behaviors as estimators of real ideal discrepancies: a critique of teacher rating methods. Journal of Educational Psychology 62:104-109 April 1971.

Ratings imply comparative judgments between the values of the observer and his observations, for instance, a student's ratings of his teacher are estimates of the discrepancy between the student's ideals for the teacher's behavior and what he sees the teacher do. However, most methods for collecting teacher ratings make assumptions about ideals and about the discrepancies between ideals and observed

behavior. In order to assess the relevance of direct measurement of ideals, students were asked to rate a teacher and to report their ideals for the teacher's behaviors. The judgments of ideal behavior varied across students and items; there were also interactions between ideals and observed responses. Thus, the authors recommend new approaches to teacher ratings.

205. Lindman, Margaret R., and George P. Grimes. The development and use of behavioral objectives in student teaching. Art Education 26:11-5 Nov'73. EJ 088 982.

The author's purpose in presenting this paper was to propose a rationale on the importance of developing and using behavioral objectives to improve student teaching experiences.

*206. Lucio, William H. Pupil achievement as an index of teacher performance. Ed'l Leadership 31:71-7 Oct'73. EJ 085 523.

Article discusses the systematic efforts in the direction of analyzing teacher performance as a correlate of predicted changes in learners.

207. MacGregor, Ronald N. Evaluating student teacher experiences in art education. Art Ed 27:15-8 Feb'74. EJ 092 238.

Article evaluated the performance of the student teacher as well as that of the cooperating teacher and their interaction.

*208. Marshall, Max S. Reverse grading: Ed'l Leadership 28:663-65 Mar'71. EJ 033 263.

Problems arising from the evaluation of teachers by their students are presented.

*209. McDowell, Earl E. The systematic differential as a method of teacher evaluation. The Journal of Educational Research 68:330-332 May/June 1975.

Fifty-one college freshmen in the researcher's Communication I classes participated in two pilot studies to establish concepts and semantic differential scales for teacher evaluation. Scores for each concept were factor analyzed to determine unidimensional scales for each variable. The main study focused on the relationships among teacher variables. The analysis of the data revealed that correlations (1) among teacher credibility, content, delivery, and feedback, (2) among content, delivery, and feedback, and (3) between delivery and feedback

were significant at the .01 level. The results of the study support the use of the semantic differential as a method of teacher evaluation.

210. Meighan, Roland. Children's judgements of the teaching performance of student teachers. Ed'l Review 27:52-60 Nov'74 EJ 110 254.

This study attempted to establish in a general way whether children's perceptions of the performance of student teachers warranted some attention and to try out one form of converting children's perceptions into an analysable form.

211. Menard, Tracy. An analysis of the relationship between teacher effectiveness and teacher appearance. J Student Personnel Assoc for Teach Ed 13:27-32 Sept'74. EJ 103 916.

The purpose of this study was to determine if the appearance of teachers has an impact on their effectiveness as judged by student ratings and student achievement. Results indicate that there was no difference.

212. Meyer, John, and Alan F. Quick. Let's do away with letter grades in evaluating student teachers. Supervisors Quarterly 6:11-15 Feb'70. EJ 028 264.

Describes the development and implication of a pass-fail grading system for student teaching at Central Michigan University.

*213. Miller, Clint, and Dorothy Miller. The importance of certain personal qualities and professional competencies in successful classroom teaching. The Journal of Teacher Education 22:37-39 Spring 1971.

The purpose of this study is to determine the degree of importance of selected personal qualities and professional competencies that administrators in the Louisiana public school system believed contributed most to the success of classroom teachers.

214. Miller, Thomas V., and Stephen Jurs. Situational anxiety in student teaching. J Student Personnel Assoc for Teacher Ed 13:33-38 Sept'74. EJ 103 917.

This article examines the anxiety level of student teachers at various points in the student teaching experience. No significant differences were found.

*215. Morris, John D. Personality and student teaching success. J Exp Ed 43:15-20 Summer '75. EJ 127 083.

The purpose of this study was to explore the relationship between personality factors and student teaching success, and to construct and test a student teaching effectiveness predictor model.

216. Morrison, Edward J. Performance observation as an approach to teacher evaluation. Ed'l Horizons 52:167-72 Sum'74. EJ 123 611.

The controversial measurement of performance observation as a basis for evaluating teaching and teachers was discussed.

217. Mueller, Doris L. What do students say about competency-based teacher education? Coll Student J 9:269-274. Sept'75. EJ 132 291.

*218. Mueller, Dorothy G. How to evaluate teaching. The Journal of Teacher Education 22:229-244 Summer 1971.

Article reviews research on teacher evaluation. Author concludes that, while a vast body of research has identified teacher characteristics and behavior, and has developed instruments to record objectively what goes on in classrooms, no overall definition of what constitutes good teaching has as yet evolved. Article includes 75 annotated references.

219. Murray, Jerry P. Student attitude as a measure of teacher performance. Amer Biol Teacher 37:235-237 Apr'75. EJ 118 219.

Reports a study designed to use a measure of student attitude in the assessment of teacher performance.

220. Nelson, Clifford L., and Timothy J. Sonnenberg. Student evaluation in teacher education: a proposal for study of sociometry as an additional aid. J Amer Assoc of Teacher Educators in Agriculture 13:24-29 Jul'72. EJ 061 778.

*221. Newell, Laura. The evaluation component of a personalized teacher education program. Educational Technology 16:54-56 January 1976.

An article entitled, "Personalizing Teacher Education" by A. Kenneth Cadenhead and Laura Newell was published in Educational Technology, March 1973. The program described in the article resulted from staff participation in a TTT Project (Training Teacher Trainers) at Auburn University. Since the

program has been institutionalized, the teaching team has worked with many procedures and is continually searching for more effective ways to improve the teacher education program. This follow-up article deals with one phase of the program, the evaluation process. The process described here is for a two-quarter sequence and evidences significant change from the original article.

*222. Oestreich, Arthur H. The professional growth of the student teacher. Phi Delta Kappan 55:335-337 January 1974.

Criticizes the lack of a defensible approach to evaluation of student teachers, as well as the lack of a rationale for many aspects of student teaching programs.

223. Olds, Robert. Performance evaluation rates a close look. Compact 8:13-16 May-June'74. EJ 097 868.

One of the great myths of education, faithfully subscribed to for many years by legislators, board members, and educators, is that colleges and universities turn out teacher and administrators as finished products guaranteed to work satisfactorily in any school district. Supporters of performance evaluation are disbelievers. They regard formal university training as only an introduction to educational work. The real growth takes place on the job.

224. Oles, Henry J. Stability of student evaluations of instructors and their courses with implications for validity. Ed Psych Meas 35:437-45 Sum'75. EJ 125 085.

Although students quickly form reasonably lasting judgments of their instructors and courses they are also able to alter their judgments as warranted by changing situations. These findings appear to provide support for the validity of student evaluations.

225. Ovard, Glen F. The practitioner's guide to research: teacher effectiveness and accountability. NASSP Bulletin 59:87-94 Jan'75. EJ 110 357.

Attempts to make teacher evaluation objective have been a recurring theme in educational research. The current research attempts to link accountability with performance based objectives.

*226. Overby, George Robert. A new perspective in the evaluation of prospective teachers in professional education courses. J Teach Ed 23:50-52 Spr'72. EJ 057 453.

*227. Overing, Robert L.R. Toward a redefinition of teacher education. Interchange 4:19-27 (2/3) 1973.

> This paper focuses on the relationship between a teacher education institution and its associate schools in effecting change. First, it notes factors that may have lessened the effectiveness of teacher training institutions as change agents. Second, it identifies characteristics of emerging contemporary schools and the capabilities teachers need to operate effectively in these schools. Finally, it describes some of the structural elements of the York program intended to correct past deficiencies and to graduate teachers capable both of working in emerging schools and of effecting change in schools.

*228. Owens, Mary Seymour. Evaluation of teaching competence by three groups of educators. JEYP Ed 40:77-82 W'71. EJ 051 119.

> The purpose of this study was to compose the perceptions of teacher competence within and among three groups of educators as measured by the interview scales of the instrument for the Observation of Teaching Activities (IOTA).

229. Panhorst, Donald L. Current practices in the evaluation of student teachers in music. J Res in Music Ed 19:204-8 Sum'71. EJ 041 321.

230. Pease, Dan. Comparing faculty and school supervisor ratings for education students. Coll Student J 9:91-94 Feb-Mar'75. EJ 120 712.

> Analyzes the relationships between four sets of ratings given to college students while in a preparation program for teaching credentials. Ratings by 1) college and public school supervisors, 2) college classroom instructors, 3) student-peer groups, and by 4) students themselves via self-ratings are evaluated for significant relationship patterns.

*231. Pierce, Harmon B., and Lee L. Schroeder. An objective-based participatory evaluation plan for teaching faculty. Ed Teach 14:28-32 Aug'74. EJ 102 921.

> A discussion of how staff evaluation can keep pace with objective-based teaching and learning.

*232. Popham, W. James. Applications of teaching performance tests in preservice and inservice teacher education. J Teach Ed 26:244-8 Fall'75. EJ 125 003.

*233. _____. Performance tests of teaching proficiency: rationale, development, and validation. American Educational Research Journal 8:105-117 January 1971.

The principal conclusion of this project was that in three separate instances teachers were not able to perform better than nonteachers in their ability to promote learner attainment of prespecified instructional objectives. Obviously, generalizations beyond the types of teachers and nonteachers involved in the investigation, as well as the teaching task and pupils, should be undertaken cautiously. The explanation offered for these results was based on the teachers' lack of skill in achieving preset behavioral changes in learners.

*234. _____. Teacher evaluation and domain-referenced measurement. Ed'l Techn 14:35-7 June'74. EJ 099 890.

A discussion of accountability of teacher performance using domain-referenced tests.

235. _____. Teaching performance tests. Nat'l Elem Principal 52:56-59 Feb'73. EJ 077 767.

As a method of helping teachers evaluate their own instructional performance on the basis of how that instruction affects learners, teaching performance tests may prove a useful ally to the elementary school principal.

*236. Povey, R.M. A comparison of three methods of evaluating teaching performance in a college of education. Br J Ed Psych 45:279-85 Nov'75.

Research study providing comparative data for the evaluation of the reliability and validity of three different methods of assessing students' performance on teaching practice.

*237. Pratt, David. A competency based program for training teachers of history. Teacher Education 8:80-91 Spring 75.

This description of a non-traditional program in the preparation of history teachers has special interest for teacher educators. Pratt maintains that the development of a high degree of competence in basic areas of knowledge and skill is an essential aim of any professional training course. While favouring the competency-based plan, he does recognize its problems.

*238. Ratsoy, Eugene W. Accounting for differences in teacher effectiveness criteria. Can Admin 10:8 May 1971.

Articles reports results of a study of the use by Alberta teachers of such organizational practices as team teaching, intraclass grouping by ability, and individualization of instruction. Concludes that various situational variables, such as grade level, type of school, subject-matter field and number of students taught, are related to the extent to which teachers use various organizational practices. Suggests that attempts to measure teacher effectiveness using organizational practices as criteria should take into account the situational variables.

239. Redfern, George. Teacher evaluation: the big picture. Colorado J Ed Res 14:8-12 Spring '75. EJ 128 652.

This article discusses teacher evaluation as one of the most important aspects of teacher education.

240. Reed, Warren D. Supervision is a competency for teachers. Agricultural Ed 46:282 June '74. EJ 095 766.

In view of the fact that many of the important duties of the vocational agriculture teacher involve supervision of student teachers, preservice and inservice agricultural teacher preparation programs should include supervisory training as part of their responsibility.

241. Resnick, Norman H., and Henry R. Reinert. Competency based teacher evaluation. Colorado J Ed Res 13:19-21 Feb'73. EJ 090 321.

The "Teacher Competency Scale" of 12 items was devised to identify skills considered requisite for effective teaching. The test instrument, though still deemed well designed, is seen to frighten rather than motivate. Therefore, solutions for these affective problems are being sought.

*242. Richards, L. Responsibilities and tasks of an intern supervisor: a point of view. Sask Admin 8:9-12 My'75.

*243. Roeder, Harold H. Are today's teachers prepared to use tests? Peabody J Ed 49:239-40 Apr'72. EJ 056 830.

Results of a questionnaire showed that most teacher-training institutions did not require a separate course in tests and measures for prospective elementary teachers.

*244. Sanders, James T. Toward a rationale for practice teaching. Teacher Education 7:18-24 Spring 1974.

What is sometimes called the "practicum" of teacher preparation has long been the one part of the program that is never seriously questioned by students, staff, or the teachers in the schools. Sanders, however, makes a good case for re-examining most practice-teaching procedures -- especially if they still conform to the classroom immersion or the solo performance models.

*245. Scott, N.W. The classroom performance of college of education students in practice teaching and internship as observed by classroom teachers and college personnel. Saskatchewan Journal of Educational Research Development. 5:3-14 Fall 1974.

The results of this study appear to show (1) that, on the fixed rating scale, student teachers of Division IV and Division I pupils fare better than those in Division II and III; (2) that teachers and college personnel show a marked similarity to school superintendents in placing emphasis on five areas of concern, with a predominance of emphasis on the characteristics of the teacher or student teacher; (3) that teachers and college personnel place stress on the original and adaptable teacher, whereas the superintendents stressed the consistent and organized teacher; and (4) that incongruities appear between the ratings given to factors on the rating scale and also between the rankings of classroom management concerns and ascribed characteristics of student behaviour.

246. Sharples, Derek, and Peter F. Woodman. Multiple and task-specific models in the assessment of teaching. Durham Research Rev 28:627-34 Spring'72.

*247. Shearron, Gilbert F., and Charles E. Johnson. A CBTE program in action: University of Georgia. J Teach Ed 24:187-93, Feb'73. EJ 083 523.

Description of University of Georgia's CBTE Program for elementary school teachers, which resulted in criteria for teacher performance, assessment, selection of candidates, instruction and management.

*248. Silberman, Charles E. You may not agree, but ... even student teaching is dismal. Today's Education 60:22-25,63 Jan'71.

Includes criticism of interaction analysis and microteaching as assessment procedures in practice teaching.

249. Soellers, Sue, and Billy C. Rather. Teacher evaluation forms. J Bus Ed 49:115-116 Dec'73. EJ 089 132.

It is suggested that the practice of relating good teaching to student achievement be supplemented with a second focus of evaluation, student perceptions of teaching. A bar graph is recommended as a simple, clear, and definite method of tabulating the results for analysis.

*250. Stanton, H.E. The diagnostic rating of teacher performance scale. The Australian Journal of Education 15:95-103.

The results of this study suggest that the "diagnostic rating of teacher performance scale" is a reliable measuring instrument which may be used successfully with Australian secondary school pupils at all levels.

*251. Stewart, L.D. Preparation of supervisors for student teachers. ATA Mag 56:28-30 S-O'75.

*252. Stones, E., and S. Morris. The assessment of practical teaching. Ed'l Res 14:110-9 Feb'72. EJ 054 494.

Investigation indicates that there are weaknesses in the present system of teaching practice assessment, particularly in the diversity of the methods of assessment.

253. Suessmuth, Patrick. Steps to better teaching: how to measure your classroom technique. Training 11:32-5,61 Jul'74. EJ 100 591.

*254. Sullivan, Arthur M., and Graham R. Skanes. Validity of student evaluation of teaching and the characteristics of successful instructors. J ED Psych 66:584-90 Aug'74. EJ 108 387.

*255. Sybouts, Ward. Performance-based teacher education: does it make a difference? Phi Delta Kappan 54:303-304 Jan'73. EJ 069 284.

This evaluation finds that teachers prepared in the University of Nebraska's 3-year-old performance based teacher education program teach more effectively and like the preparatory program better than do traditionally prepared teachers.

*256. Sypes, D., and V. Cicci. Ranking of student teacher performance. Br J Ed Psych 43 pt. 1:66-9 Feb'73. EJ 074 545.

Concerned about the problem of evaluation, the staff of an Ontario College of Education performed an experiment on the ranking of student teacher performance. The results of the study, which involved only 13 students and a like number of staff, indicated a high measure of consistency in ranking.

257. Tan-Willman, Conchita. Assessment and prediction of creativity in teaching. Psychological Reports 35:393-394 Aug'74. EJ 110 038.

Two series of classroom observations showed that a high-creative group of student teachers gave more original but no more fluent nor flexible teaching performances than a group of low-creative student teachers.

258. Thompson, June E. Student evaluation of teachers. NASSP Bull 58:25-30 Oct'74. EJ 103 475.

Experienced in the process of student evaluation of teachers, this author suggests ways of using student assessment to best advantage.

259. Tom, Alan R. The case for pass/fail student teaching. Teacher Educator 10:2-8 Feb'74. EJ 108 273.

260. Vairo, Philip D., and William M. Perel. Preparation of the cooperating teacher. Clearing House 48:131-134 Nov'73. EJ 089 032.

Article focused on the training of teachers in the role of cooperative teacher.

261. Watman, Thomas J. Measurement sources. Clearing House 46:447-8 Mr'72. EJ 054 525.

Author lists standarized measures of teacher and student attitudes and teacher aptitude.

262. Watson, James R. Kids as critics: can they evaluate? Instructor 83:40 Apr'74. EJ 093 813.

Presented and discussed a questionnaire designed for student evaluation of teaching performance.

*263. Webb, Vergial S. Effectiveness of the use of reading materials versus the student-teaching seminar in providing assistance to student teachers. The Journal of Teacher Education 22:66-69 Spring 1971.

This study was designed to investigate the relative merits of some of the practices commonly employed by college supervisors to assist student teachers in their professional achievement. According to the findings the use of reading materials is more effective than the student-teaching seminar in helping student teachers scquire information dealing with discipline and lesson planning.

*264. Wenthing, Tim L. Measuring the achievement of competencies. Educational Technology 13:48-50.

This paper describes how a competency approach to instruction involves the translation of competencies into precise behavioral objectives, the development of content, and the formulation of methods which will enable the student to attain the desired competencies. Both instructional sequences and measures of behavior are based upon predetermined competencies.

265. Whitehead, N.J. Selection of students for colleges of education. Carnegie School Physical Ed Research Papers 2:8-12 Dec'73.

Report of survey to discover whether students with pre-college entrance achievements and interview marks are likely to obtain high grades during their college course.

*266. Wilson, Laval S. Assessing teacher skills: necessary component of individualization. Phi Delta Kappan 56:207-209 Nov'74. EJ 105 860.

The Hempstead schools on Long Island are among the nation's most progressive. The system was individualized, but the quality of instruction

could not be determined until each teacher was assessed. To do this, the district used a teaching survey instrument called to I-scale and videotaped the lessons of the teachers. Describes how it was done.

267. Wise, Charles N. Student ratings of teachers: a perspective for speech communication. Western Speech 37:196-203. Summer'73. EJ 087 615.

A refutation of the two most common objectives to the use of student evaluations in judging teacher performance: that the student cannot recognize good teaching and that student evaluations are biased by grades and expectations.

*268. Wolf, Robert L. Trial by Jury: a new evaluation method. I. The Process. Phi Delta Kappan 57:185-187 November 1975.

The judicial evaluation approach adapts and modifies certain concepts from both jury trials and administrative hearings in the field of law and relies on the law's acceptance of human testimony to clarify and, subsequently, to judge complex events.

269. Wotruba, Thomas R., and Penny L. Wright. How to develop a teacher-rating instrument: a research approach. J Higher Ed 46:653-63 Nov-Dec'75.

A 5-step methodology is presented for developing a teaching effectiveness rating instrument: (1) development of an item pool, (2) screening of the item pool, (3) survey assessment of the screened items for importance and for student ability to rate, (4) response analysis (5) development of the evaluation instrument options.

C. Theses

270. Anderson, John A. Comparison of two Methods of Supervising Student Teachers. MED thesis, Univ. of Manitoba, 1971. 40 p.

271. Dysart, Albert J. Secondary School Teacher Evaluation: A Survey of Policy, Practices and Attitudes. MED thesis, University of New Brunswick, 1974. 172 p.

This was a survey of policy, practices and teacher attitudes toward teacher evaluation in the Province of New Brunswick.

272. Elliott, Ronald Eugene. Cattell's Sixteen Personality Factor Questionnaire as a Predictor of Successful Student Teaching. Univ. of New Brunswick, October 1971. 53 p.

Specification equations developed from significant correlations were found to be useful predictors of successful male and female practice teaching.

273. Hickman, James. An Examination of the Criteria of Teacher Evaluation as Perceived by the School Teachers of Newfoundland. MED thesis, Memorial University of Newfoundland, May 1975.

274. Kallenberger, Jean Margaret. Identification of Student Teaching Competencies in Home Economics for which Cooperating Teachers Could Assume Responsiblity with Implications for Supervisory Roles. Ed D Dissertation. Oklahoma State University, 1972. 195 p. Available ERIC. ED 066 606.

This study was conducted to identify: (1) student teaching competencies in home economics which cooperating teachers could assume as their medical personnel for ranking. Analysis of the data revealed that groups of basic knowledges from the areas of systems of weights and measures, temperature conversions, basic arithmetic concepts, a few calculus items, and all aspects of nomographs and techniques of measurement were considered essential or desirable by at least one group of medical personnel. Also, the basic concepts of statistics and knowledge of computation devices needed were identified. The implication of this study is that the basic mathematical competencies required for cardiopulmonary and inhalation therapy technicians might be usefully organized into a core mathematics program.

**275. Fitts, William H. The Opinions of Northeast Missouri Social Studies Teachers Related to Student Teacher Placement and Evaluation. Ed D thesis, Walden University, 1975. 145 p. Available ERIC. ED 107 666.

This study attempts to identify the opinions of social studies cooperating teachers toward student teacher placement, role relationships, evaluation, an inservice education. The hypothesis for this study was that northeast Missouri social studies cooperating teachers' opinions toward student teacher placement and evaluation would indicate that substantial changes are necessary in existing programs. A 31-item survey instrument was employed

to elicit cooperating teachers' responses to four research questions dealing with placement, role relationships, evaluation, and inservice training. The study surveyed 464 cooperating teachers employed in junior and senior high schools, and selected at random a sample of teachers from the service area of Northeast Missouri State University. The data obtained were tabulated using two different configurations: (a) numbers and percentages for males, females, and totals; and (b) numbers and percentages according to the four school enrollment categories. The responses to each item were then analyzed in terms of their implications for teacher education partnerships. Responses indicated that changes should be made in the programs. (Also included are tables and figures depicting teacher responses).

276. Parsons, Herbert N. Teacher Evaluation: An Appraisal of the Method of Teacher Self-Evaluation as a Technique for Evaluating and Rating Teachers. MED thesis, University of New Brunswick, 1973. 120 p.

This was a questionnaire-survey study on teacher self-evaluation conducted in the Port aux Basques district of Newfoundland during 1972-1973. Forty teachers participated by random sampling, evaluating themselves; nine principals and one district supervisor also evaluated the 40 teachers.

277. Scaldwell, William A. The Effects of Television Workshops in the Assessment of Student Teachers by the Supervising Teachers. Ed D thesis, Univ. of Toronto, 1972. 122 p.

278. Wolfe, Lila. Criteria for the Evaluation of Elementary Science Teacher Interns. MA thesis, McGill University, 1974.

BIBLIOGRAPHIES IN EDUCATION SERIES

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
1	June 1969	Pre-Service Teacher Education in Canada ED 034 726	(o/p)	Oct. 1971
2	June 1969	School Dropouts	(o/p)	Feb. 1971
3	October 1969	Flexible Scheduling in Secondary Schools	(o/p)	Nov. 1972
4	Nov. 1969	Computer Uses in Instructional Programs ED 034 728		
5	Dec. 1969	Microteaching ED 036 480	(o/p)	
6	Jan. 1970	Reporting to Parents	(o/p)	
7	Feb. 1970	Teacher Aides ED 037 406	included in No. 16	
8	March 1970	Sex Education	(o/p)	
9	April 1970	Disadvantaged Children in Canada ED 041 965	(o/p)	
10	June 1970	School Year Plans	(o/p)	Jan. 1972 Oct. 1973
11	Aug. 1970	Education Finance in Canada		
12	Oct. 1970	Independent Study ED 045 585	(o/p)	
13	Nov. 1970	Individualized Instruction ED 046 881	(o/p)	
14	Nov. 1970	Histories of Teachers' Associations in Canada	(o/p)	
15	Dec. 1970	Differentiated Staffing ED 045 608	(o/p)	
16	Dec. 1970	Paraprofessional School Personnel ED 048 102	(o/p)	
17	Jan. 1971	Open Area Schools	(o/p)	Dec. 1971
18	Feb. 1971	Parent Involvement in School Programs ED 054 270	(o/p)	
19	March 1971	Behavioral Objectives in Education ED 051 127		
20	April 1971	Teacher Workload ED 054 060	(o/p)	
21	May 1971	Merit Rating ED 057 433		
22	June 1971	Team Teaching ED 055 044		
23	Oct. 1971	Collective Bargaining for Teachers		
24	Dec. 1971	Training Teachers for Inner City Schools ED 058 172		
25	Dec. 1971	Systems Analysis in Education ED 058 171		
26	Jan. 1972	Community Colleges		
27	March 1972	School Discipline ED 064 771		
28	May 1972	Early Childhood Education ED 069 366		
29	June 1972	Teacher Evaluation ED 069 607		
30	Oct. 1972	Intercultural Education -- Indians and Eskimos of North America	(o/p)	
31	Dec. 1972	Community Schools ED 086 695		
32	Feb. 1973	Principals and Vice-Principals		
33	April 1973	Tenure ED 077 863		
34	May 1973	Teacher Autonomy and Teacher Decision Making ED 077 864		
35	June 1973	Paraprofessional School Personnel		
36	Sept. 1973	Differentiated Staffing		
37	Oct. 1973	Secondary Education		
38	Nov. 1973	Independent Study		
39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
41	Feb. 1974	Interaction Process Analysis		
42	Mar. 1974	Supervision		
43	Apr. 1974	Elementary Education		
44	May 1974	Moral and Values Education ED 097 269		
45	June 1974	Behaviour Modification		
46	Sept. 1974	Work Experience and Cooperative Education Programs		
47	Oct. 1974	Education Finance in Canada		
48	Nov. 1974	Curriculum Development in Canada		
49	Jan. 1975	School Discipline		
50	Feb. 1975	Junior High and Middle Schools		
51	Mar. 1975	Principals and Vice-Principals ED 114 995		
52	May 1975	Teacher Evaluation		
53	June 1975	Continuing Education for Teachers ED 115 652		
54	Oct. 1975	Tenure		
55	Nov. 1975	Teacher Education Programs for Native People		
56	May 1976	Open Area Schools		
57	Sept. 1976	Industrial Relations in Canada		
58	Oct. 1976	Pre-Service Teacher Education in Canada		
59	Jan. 1977	Evaluation of Student Teachers		